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FOUR HUNDRED GAMES FOR SCHOOL, HOME, AND PLAYGROUND

By
ETHEL F. ACKER

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Four Hundred Games for School, Home, and

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PREFACE

There are many books on games and play; and there is help for the teacher in all of them. But we have found none which seemed really a teacher's book. One book discusses the games and play of children with relation to periods of growth; several discuss at length the theory of games and play and include a description of games to illustrate the theory; others give games classified as to place of playing without reference to other conditions of the schools.

We have endeavored to combine the features mentioned above: to give a large number and variety of games, and to include enough theory and practical information to make possible the fullest use of the book. In all of this, we have tried to consider the circumstances, the problems, and the viewpoint of the teacher. We have aimed first of all to make the book a working and workable manual so that it will be sufficient if no other guide is used. If, however, the teacher goes further into the study of the games and the play of children, the material in this book will be of still greater value to her.

In a book of this kind, where so many possibilities of classification present themselves, a certain arbitrariness of classification is necessary. Overlapping there must be, whatever system is used. Games may be classified as to formation, environment, equipment, kind of action demanded, age of players, number of players, and so on. To use exclusively any one basis did not seem desirable. Accordingly, we have chosen an eclectic method, classifying according to the essential feature of the game. This

feature is sometimes formation, sometimes equipment, sometimes environment, etc. For instance, a certain game may be one in which a ball is used, an outdoor game, a game for large numbers, and one which demands much physical exertion. The use of the ball seems here to be the primary consideration, and the game is placed in the section on ball games. Again, a game may be a game for a few players, one which demands no physical exertion, and one best used indoors. Such a one is classed with the quiet games.

It should be noted, however, that in the system of cross references used, each game, besides being classified according to its essential feature, is listed in every class in which it may be used to advantage. So, the game of ball mentioned above, is listed as an athletic game, and as one for the three age groups.

No marking is given to distinguish indoor from outdoor games. In general, the main classifications will settle the question. One knows directly that the chase games demand the out-of-doors; that the bean bag and special purpose games may be played indoors; that the quiet games may be played anywhere. Of the others, local surroundings, equipment, and the inclination of the players will determine the place of playing. Most games may be modified to fit the environment. The very few strictly indoor or outdoor games may be determined in the first reading.

It is likewise a difficult task to classify games as to ages of players. It is well known that a game universally called one for little children will often interest older children or entertain adults. Playground leaders will testify that small children delight in getting into games intended for their elders. It has not seemed practicable, therefore, to make the age classifications very close. We have used three age groups, Group I being the children of the kindergarten and first three grades; Group II, the children of the intermediate grades, at the ages of 9-12; and Group III, the children of the upper grades and high school, and adults. There will be overlapping here, too,

and most games will be found to belong to at least two of these age groups.

Games for the ungraded school must be those in which children of varying ages may participate. A large proportion of the games in this book are of that sort. Many games suitable for social and community occasions will also be found here.

No collection of games can be both comprehensive in scope and original as to material. The value of a book of this sort lies in the arrangement and presentation of the valuable old material no less than in the inclusion of the new. Many sources have been drawn upon for these old familiar games. The author has spared no pains to accomplish a two-fold purpose: to give the most authoritative version, or that which best preserved the intrinsic significance of the games, and to present them in the form most acceptable for present-day use. A group of games which may be called modern and which have been evolved out of experience on playgrounds and in other recreational work are also included in this collection.

Many of the games in this volume are original with the author, having been developed by her in her work with children in school, or on the public playground and in other social work. Several have been taken from NORMAL INSTRUCTOR-PRIMARY PLANS. In this connection, credit is due the authors, notably Daniel Chase, Supervisor of Physical Education, New York State Department of Education; Anna Stewart Fox, Director of Physical Education, State Normal Training School, Danbury, Conn.; Lucia May Wiant, Supervisor of Expression in the Public Schools, Dayton, Ohio; Nella H. Cole, Bishop Rural Training School, North Adams, Mass.; and Lydia Clark, Instructor in Physical Training, Illinois State Normal University, Normal, Ill.

Indebtedness for criticisms and suggestions is acknowledged to many members of the faculty of the Geneseo State Normal School, Geneseo, N. Y., where several of the games were tested.—E. F. A.

THE VALUE OF PLAY

Probably no other single theory in the field of education has made greater progress in the minds of educators and laymen in the past few years than that of the importance of organized play. It is not so long ago that Friedrich Froebel stood alone declaring that "The plays of childhood are the germinal leaves of all later life," and arguing for the use of play as a means of education. Now, any book on child study, or psychology, devotes at least several pages to a discussion of play, and some of the modern courses in our normal schools train teachers in the practice which proves the theory. But all teachers and laymen do not yet recognize the value of play. Neither are all of our children getting the play life and training that our best theory declares essential.

The theory of games and play is a fascinating study which will repay the teacher. We can here touch only a few of the outstanding points. There are various theories. The physiological theory explains play to be physically a necessity, in that it provides both for a discharge of surplus energy and a recreation of the exhausted powers. The biological theory is that play is based upon the instincts of the race, and that the spontaneous actions of play are those which the child will need later in his more serious pursuits. Lee, in his book *Play in Education*, shows how the various plays fit the child to become nurturer, citizen, soldier, scientist, creator. The psychological theory has to do with the mental effects, and it may be called, in Holmes' word, "The discovery of the child by himself."

In the booklet *Community Recreation,* published by the Y. M. C. A. are found some interesting suggestions. "Play and songs have helped make good soldiers. Will they not help make good citizens?" And the following paragraph becomes the more significant when the word "pupil" is substituted for the word "soldier," a substitution which is very easily possible. "Simple play games proved the vehicle upon which the soldiers journeyed from monotonous routine to contentment, from physical tensity to relaxation. They transferred the soldiers' leisure from the liability to the asset column. As a promoter of morale and group loyalty they were most valuable implements."

One of the most potent arguments for the placing of play on the school curriculum comes from Gregory, in his book *Better Schools.* "There are certain things that all children do—sing, talk, love animals, draw, love beauty, play. Let us assume that these activities are God's indications as to the child's culture. We enter in our curriculum language, music, nature study, art, to develop the indicated tendencies. Why not play?" That children will play as well without instruction and supervision is a theory long since given up. They do not inherit the ability for this any more than they inherit the ability to excel without training in some of the other subjects mentioned. Gregory adds, "It is the child's nature to play, and we do the child a gross injustice, when in our endeavor to build character, we ignore that tendency." Organized play is, indeed, as Hughes says, the child's right and the teacher's opportunity.

Joseph Lee says that play is the form in which the major achieving instincts act, and through which true growth takes place. And Kirkpatrick, "Work interests lead us to make a living, while play interests enable us to live more fully the lives demanded by our natures."

Games and organized play offer an excellent opportunity to give the child two things that he needs to-day: a conception of the value and necessity of law and a chance to accomplish, to achieve. He learns that he cannot play

without conforming to the rules of the game; this knowledge leads him to appreciate the laws of the state and of life. Then too, the child of to-day does not have the opportunity nor the incentive to "do things" as did the child of yesterday. Amusements in which he only looks on, or listens, are the rule. As a consequence his individuality is not developed. He needs to do things, to realize that he is an accomplishing being. In many cases games furnish him the only chance for this realization.

We are told nowadays that the degree of adaptability is the measure of a man's success, and that education should train for adaptability. In games, the child has a chance to get this power. The games provide a miniature world, in which the child learns the need for and the rewards of adapting himself. In the observation games he must be quick of sight; in the guessing games he must be quick of thought; in games of skill he must be keen and accurate as well as quick; in tag and chase, and the like, he must be physically able; in the dramatic and circle games he must be willing to take a minor part, and to enjoy others' pleasures; in team games he must co-operate; in special games he must be essentially "game" himself; and in all games he learns the necessity for fairness, the value of even-temperedness, and the obligation and reward of waiting one's turn. With knowledge of these truths, does it seem possible to dispute the assertion that games are a preparation for life, or to question the wisdom of those who, through the ages, have considered them as such?

DISCUSSION OF AGE GROUPS

The first age group includes the periods of Experimentation, Imitation, and Individualization. With the experiments of the very youngest, in which they learn about themselves and their environments by seeing, touching, and manipulating objects, the teacher will have little to do. It is well for her to consider this period of the child's life, however, for the possibility of experimenting through play and games should be given to the child in his play life. In the imitative stage the child does much of his imitation in free play, impersonating Father and Mother, and those whom he knows. But he is also ready for the imaginative games and story plays. This is the period for story plays, and for most of the singing and circle games, the simpler tag games and the bean bag games.

The individualization period presents a difficult problem. In general, children at the latter part of this age group, and in the first part of the next, are in what Lee calls the "Big Injun" stage, and what the neighbors designate in more uncomplimentary terms. They are unorganized, and seemingly incapable of being organized. But the need for games is the greater, to provide an outlet for the excess energy and exuberant spirits. Tag games are good here; and some of the more active circle games and ball games are enjoyed.

The next age group is the period of action and competition, and of the beginning of the team spirit. At this period tag and chase games are most popular; the ball is greatly in demand, and athletic games come into favor.

Girls of this age group still play the circle and singing games, and greatly enjoy dramatic games. They like, also, some competitive games, as Snatch the Handkerchief, and ball games.

With the third age group, the games which are favored are team games, athletic feats, and contests, and all games demanding organization, and skill, whether mental or physical. This group also includes adult players.

GENERAL SUGGESTIONS

The teacher should have a good whistle with which to call games and contests, and to call the children to attention. This whistle should be obeyed, *always*. Blindfolds are part of the essential equipment. Clean cloths and clean stockings make excellent blinds. Large paper bags to slip over the head are also good. Burrs, cones, sand, shells, seeds, straws, and pebbles are Nature's own materials and ought to be supplied in quantities for the little ones. Horseshoes, painted white, will make an especially interesting set of quoits. Let the children bring these. Barrel hoops, and broomsticks, painted white, may be used for wands.

The older children can supply their own bean bags and oat sacks, furnish bottles as substitutes for Indian clubs, and make swatsticks. With a little encouragement, they will also provide score boards, jumping standards, and targets.

And, finally, we would advise the posting of the Sportsman's Code, as promulgated by Mr. Milton Fairchild. Its silent influence will be more effective than much talking by the teacher.

SPORTSMAN'S CODE

1. Sport for sport's sake.
2. Play the game within the rules.
3. Be courteous and friendly in your games.
4. Have courage.
5. The play shall be decided by the umpire.
6. Honor for the victors, but no derision for the vanquished.
7. The true sportsman is a good loser.
8. He has pride in his success, but no conceit.

COUNTING OUT AND CHOOSING SIDES

In many games it is necessary to have some way of appointing captains or leaders, or a person to be "it." In many cases, to save time, the teacher makes the appointment. This method is usually wise with little children, and acceptable to them. Not so with the older ones, however, who prefer their own intricate and interesting methods of choosing. Indeed, many of these intricate formulas and rites are as fascinating as the game itself, and childhood is not complete without a knowledge and use of some of them.

The method of using the rhymes is very familiar, and is capable of only a few variations. One starts to count. He usually begins with himself and goes to the left. Sometimes he begins with the person on the left of him. The person named on the last syllable is out, and counting begins again, and goes on until all but one are out. That one is "it." Any rhyme may be extended by the use of another phrase such as "O-U-T spells out, and out goes she!"

Counting-out Rhymes

Enie, menie, mynie, mo,
Catch a nigger by the toe.
If he hollers, let him go,
Enie, menie, mynie, mo.

Little boy, driving cattle,
Can't you hear his money rattle?
One-a two-a three-a dolla,
Out goes he!

Monkey, monkey looking so queer,
How many monkeys are there here?
One, two, three, out goes he!

Little fishes in a brook,
Father caught them with his hook;
Mother fried them in a pan,
Johnny ate them like a man!

Onery, twoery, tickery tee,
Hallibone, crackabone, teneree.
Whackery, lackery, dackery, lore,
Hunkety, dunkety, twenty-four!

Stick stock, stone dead.
Set him up, set him down,
Set him in the old man's crown.

Other Methods of Choosing Players or Sides

1. Drawing cuts is a familiar method and a very fair one. It may be done with pieces of paper, or sticks, or grass.

2. How Many Fingers? This is a favorite among the boys. Two boys stand facing each other, and on signal given by one, they shake their closed fists, and hold up a certain number of fingers. The one holding up the fewest number of fingers is out: the other is "it."

3. Racing or jumping. Players line up and race to a certain point. The last one to reach the point is "it."

4. Last Over, is a form of the above. One player shouts, "Last over the fence," (or gate) and starts for the object. The one last to vault or climb it is "it."

5. Certain arbitrary methods of grouping people for games or stunts are valuable for use with older children and adults. Some games, as Busy Partners, Who is Your Neighbor? Celebrated Partners, serve to group people in couples.

6. Other methods of grouping are:
According to the color of hair or eyes.
According to height.
According to initial of last name.
According to month of birth.
According to season of birth, as winter, summer.

CIRCLE GAMES

The circle seems the most natural, indeed, the elemental formation of play groups. The teacher of little children stands among them, holds out her hands, and instantly she and they are one, and the game begins under the most auspicious circumstances. It would appear, then, that the circle games are the first to use with children, and so are placed logically at the beginning of any list of games.

The scope of the circle games, however, is wider. Older children also enjoy playing them. They need, too, very often, to counteract the excess of competitive spirit developed by their other games and to develop the spirit of unity and co-operation, which comes from the joined hands of the circle.

A third group benefits from the circle games. The oldest children and adult players use them. The formation of a circle is the surest way to promote acquaintance and good fellowship. Hence it is that circle games are found among those deemed best for use at social gatherings, and the teacher may well use at least one such game in her direction of such an affair.

Circle formation is not difficult to secure. In a group of little children, the teacher has only to step among them and hold out her hands. Her chief difficulty will be with those who "want to stand next to teacher." Absolute impartiality is the wisest course, with exceptions made only in favor of the tiny or timid ones.

Older children will form a circle at the command to do so, or they may be commanded to fall in line and follow as the leader describes a circle. As the leader takes the hand of the last in line, all join hands. Always form the

closed circle first, dropping hands afterwards, if an open circle is desired. A closed circle is one in which the players join hands. An open circle is one in which the players do not clasp hands. They may be any distance apart, according to the demands of the game. A close circle is one in which the players stand or sit close together, touching each other, but not joining hands. This formation is necessary where articles are being passed, as in Hide the Ball and Slipper Slap.

The double circle may be formed in various ways. From the single ring formation, alternate players step in, and both inner and outer rings close by joining hands. Or, players may number by twos, and the odd numbers step in. Or, a double file may be formed, and the leaders may describe a circle, as in the single circle formation. The double or concentric circles are useful in games in which large numbers participate. They are necessary in certain games, as Circle Chariot Race and Three Deep.

Blind Child

All the players stand in a ring. One is chosen for the Blind Child and is blindfolded. The others join hands and skip around him in a circle while he slowly counts to ten. At ten all stand still while he advances and touches one. He tries to guess the name of the one touched by feeling of his face, clothes, etc. The one whose name is correctly guessed becomes blind child next time.

A variation of this provides that the blindfolded child point a wand or stick at some child in the circle, ask him questions, and guess his identity by the voice. Another form provides that the child pointed at shall make some certain sound, as grunting, barking, or the like. The blindfolded child guesses the player's identity from this sound.

Bear in the Pit

This game is liked by the small boys. There is also an opportunity here to teach the boys that the girls are not so strong as they, therefore are hurt more easily, and that they must not be too rough when girls are playing. The pit is formed by the players joining hands to form a ring. One player, the bear, stands within the pit. The bear tries to get out, over or under or by breaking the bars (clasped hands). If he escapes, the others give chase, and the one who catches him becomes the bear next time.

Bull in the Ring

This is rather a rough game, and should be played only by boys of about the same age. All the players except one form in a circle and clasp hands securely. The odd player stands in the center and is the bull. The bull tries to escape from the circle by running against the clasped hands of any of the players. Should he break through the ring, players give chase. The one catching the bull becomes the bull the next time.

Charlie Over the Water

The players join hands, form a circle, and dance about one of their number who has been chosen to stand in the center. As they dance they chant the following:

"Charlie over the water,
  Charlie over the sea,
Charlie caught a black fish,
  But can't catch me."

On the last word all squat, and the player in the center tries to touch one of the ring players before he can stoop. The one touched then takes the place in the center.

Cat and Mouse

The players stand in a circle with hands joined. Two extra players are chosen to act as cat and mouse, the former outside as the cat, the latter standing inside as the mouse. The object of the game is for the cat to catch the mouse. Those in the ring help the mouse by raising their arms, letting him pass out of or into the circle, but hinder the cat by lowering their arms. There should be frequent darting in and out

Cat and Mouse

to make the game interesting and to keep the children in the ring active. The children should be shown how strategy rather than speed will bring success in catching the mouse; for instance, let a child make believe that he is going through one opening in the circle and then suddenly dart through another, or instead of following the mouse through the same opening let the cat dart through the next one. When the cat catches

the mouse, the mouse selects another player to be cat, and the former cat becomes the mouse.

Circle Race

The players form a double circle. At a signal the outer players run in one direction around the circle. The one who returns to his place first wins the race. Then circles are reversed and the former inner circle players run. The winners of the two races then race together around the circle.

A variation of this game for older players permits them to touch any player whom they may pass on the outside. Players so touched are "out" and the race continues until only one player is left. It is an excellent game for large numbers, or for running in a limited area. It is also a good snow game.

Circle Blind Man's Buff

In this game the circle acts as a unit in evading the Blind Man. He stands in the center, and as he advances toward one side of the circle, that side of the circle retreats, and the other side comes forward. Then, of course, if the blind man is quick enough, he will turn and catch one of the advancing players. They move back quickly to avoid him, but the circle must be kept intact. If it breaks, the player to the left of the break becomes blind man. This is a good game for a limited or cluttered space, as the players do not scatter and the blind man is protected.

Drop the Handkerchief

In the simplest form of this game the children stand in a circle while one child runs around the outside of the circle, carrying a handkerchief. He drops the

handkerchief behind one of the circle players, and then runs faster, trying to return to pick up the handkerchief before it is discovered. If he does this, the circle child goes into the center as a "rotten egg." If the child discovers the handkerchief he chases the runner, striving to catch him before he reaches the vacant place in the circle. If he succeeds in this, the runner continues as "it," but if not, the chaser takes that place.

Have You Seen My Sheep?

The players stand in a single circle. A player in the center goes to a player in the circle and asks, "Have

Have You Seen My Sheep?

you seen my sheep?" The one questioned asks in reply, "How is it dressed?" The center player then describes the clothing of some one in the ring; for example, "He wears a blue suit, a dotted tie, and has light hair."

The one described runs as soon as he recognizes his description. The one questioned chases him, and if he catches the runner before he again reaches his place in the circle, the runner becomes the next questioner. If, however, the runner is safe the chaser becomes the questioner.

Herr Slap Jack

The players stand in a circle, with their elbows bent and hands extended backwards, palms up. The one who is "it" runs around the circle and slaps the hands of some player in the circle. This player at once starts to run in the opposite direction around the circle. When these players meet on the other side, they execute some action decided upon beforehand, such as bowing, shaking hands, saluting, etc. Each then continues in the direction in which he started. The one who first reaches the space in the circle left by the child who was tagged is safe. The other one then starts around the circle to tag another. The feats should be varied and full of activity.

Hide the Ball

The children sit on the floor or ground in a close circle. A ball or other object is passed around. The one chosen to be "it" tries to detect the location of the ball. When he names correctly the person who has the ball that person must go into the center. The players use every means to conceal the location of the ball, but it must be kept in motion.

I've Lost My Squirrel

The children stand in a single circle, playing that they are squirrels. One child is outside looking for his squirrel which he has lost. He walks around, re-

peating as he goes, "I've lost my squirrel, I've lost my squirrel." Then he stops just behind some child and touches him on the shoulder, saying, "I've found my squirrel." At this the two run in opposite directions around the circle. The one who gets back to the open space first is safe. The other one is "it" for the next game.

Numbers Change
(French Blind Man's Buff)

Players stand or sit in a circle and number off. A player in the center calls two numbers, and the two players whose numbers are called change places. The center player tries to get into one of these vacant places. If he succeeds, the player left without a place goes into the center and calls other numbers. At will he may call, "All change!" and will probably secure a place easily while all are changing places.

When the center player is blindfolded, the game is called French Blind Man's Buff.

Numbers Change (Double)

Two players stand, and each in turn calls two numbers. In this case, there are at least two players numbered alike in the large group. When the numbers are called, four people change places, and the calling players try to secure the vacant places.

Poison

Form a circle of eight or ten players about an object in the center, an Indian club, a stick of cordwood on end, or even a pile of boys' hats or caps. This object in the center is "poison." The players, holding each others' hands, try by pushing and pulling to cause

members of the circle to touch or overthrow the "poison." When one has done that, he is poisoned and must leave the ring. It is a strenuous game much liked by older boys.

Ruth and Jacob
(Jacob and Rachael)

The players form a circle with two in the center; one is Ruth, the other Jacob. Jacob is blindfolded and must try to catch Ruth. He calls "Ruth!" and she must answer "Jacob!" The sound of her voice helps him to determine her position, but she must try to evade him whenever he comes near her. When he catches her, she is blindfolded and another boy takes the place of Jacob, the former Jacob entering the circle.

If it is desired to make the game more difficult, the player who is blindfolded should not know whom he is trying to catch, and when Jacob catches Ruth (or vice versa) he must guess her name. The players change their voices so as not to be recognized.

Slipper Slap

The players form a close circle. One player is chosen to stand in the center. The players in the circle, holding their hands behind their backs, pass a slipper around the circle. From time to time some one slaps the one in the circle with the slipper. This must be done very quickly and the slipper must be passed on immediately. If the center player can catch one of the circle men with the slipper in his hand, that man becomes "it."

Several thicknesses of paper may be folded to simulate a slipper.

Spoon Game

All of the players but one stand in a circle. The odd player is blindfolded and given two spoons. The players in the circle move around until the center man claps the spoons together. They must then stop moving, and the center player points a spoon at some one. That one steps into the circle, and the blindfolded player tries to identify him by feeling over his head and face with the bowls of the spoons. He must confine his explorations to the face and head. If he succeeds in identifying him, they exchange places.

Circle formation is not necessary in this game. If preferred, the blindfolded one may stand in a certain spot and players may be selected to stand before him for "examination."

Snake in the Grass

Tie a knot in a towel or a cloth, for a snake. The players sit in a circle with one of their number in the center. They throw the snake from one to the other, but if the center player touches another while he holds the snake, that player will have to take the center. Should the snake drop on the floor, the center player must not touch it but should touch the one who picks it up. At this time four or five gather around the snake, and before the center player can keep track of them all it is tossed into some one's lap by one of the players.

Statues

One child is chosen as judge. The others form a circle, joining hands, and the judge stepping into the open place of the circle swings the whole line around. As the children drop off, or when the swinging ceases, each one keeps the position in which he "landed." This

may be ludicrous, artistic, or otherwise remarkable The judge selects the best pose and that child is the next judge.

Other Circle Games

Baste the Bear
Center Base
Circle Ball—I
Circle Chariot Race
Circle Club Guard
Circle Crisscross
Circle Obstacle
Circle Relay
Circle Spinning
Circle Straddle
Club Bowl
Cup Star
Did You Ever See a Lassie?
Dodge Ball
Farmer in the Dell
Fox and Geese—I
Fox and Geese—II
Fox Trail
Gardener and Scamp
Hopping Chief
How D'ye Do, My Partner?
Itisket, Itasket
Jolly Is the Miller
Jump the Shot
Looby Loo
Moving Ring, The
Muffin Man, The
Mulberry Bush, The
Nixie Polka
Number Toss

Oats, Peas, Beans and Barley
Pass
Pass Ball
Ring Call Ball
Round and Round the Village
Sweep
Thread Follows the Needle, The
Three Deep
Touch Ball
Touching Words
When I Was a Shoemaker
Whip Tag
Wind up the Faggot

DRAMATIC GAMES

In this classification of dramatic games, we are using a basis different from that in general use. Careful thought will show that there is a group of games in which the children personate certain characters or objects, follow a certain definite procedure, and use special vocabulary or lines. There is, too, a definite dramatic element in these plays,—a problem, a working up to a climax, a dénouement, a definite end.

These games are distinct from the dramatic plays or dramatizations of the schoolroom. The dramatics of the English classes, and those in which the little child is interested are chiefly imitation—playing "soldier," playing "Miss Muffet," etc. The dramatic game is not merely a dramatization of a more complex story. It is a game, primarily and always, and the teacher must never let the game element be lost or overshadowed by other features. Examination of the games Sleeping Beauty and The Gingerbread Man, as they are given here, will disclose the difference between the game and mere dramatization of the story.

Probably the surest test of the dramatic qualities of a game is the question, "Will children play it alone?" For the dramatic game as we classify it has this distinctive feature. In other games there is a demand for an outsider to keep up the interest, or to settle disputed points, to keep score, or to preserve the formation. Nothing of this sort is needed in the dramatic game. Children play it by themselves, play it thoroughly and well, and enjoy it, not once or twice, but many times. There is an appeal

about these games, as about the singing games, and probably for the same reason, that they are based on old customs and rituals. And in the fact that any group interested in one of these games is self-amusing for a time, there is an appeal for the teacher. But there is a deeper reason for introducing these games to the children. Beyond a question, they supply a fundamental want. They also provide splendid opportunity for self-expression, and for the exercise of leadership and ingenuity.

The dramatic game appeals to both boys and girls of all ages. It is probably the last real game that the girls play except the team games. The boys go from the dramatic games to the games of hiding and chase.

There is a dramatic element in many of the other games which are listed at the end of the chapter.

Buying Chickens

All of the children but two stoop, their hands clasped tight under their knees. The market man stands near them. The buyer approaches, and the usual conversation about the wares ensues. The buyer tests the chickens, finding flaws of some sort in all of them; they are too old, too fat, and the like. Finally, however, he finds one that seems to suit him. He and the market man take that chicken by the arms and swing it three times. If the arms hold firm, and the chicken does not smile, he is taken "home" by the buyer. Any player who smiles during the ordeal of testing, or whose arms let go during the swinging, must pay some penalty.

Gardener and Scamp

The children stand in a circle. One child is a gardener planting seed in his garden. Another child is a scamp who follows the gardener, working mischief.

When the gardener discovers the scamp, he asks, "What are you doing in my garden?" The scamp answers, "Following you." The gardener then asks, "Who let you in?" When the scamp answers, "No one," the gardener chases him and must follow wherever the scamp leads. He must also imitate every action of the scamp. The children forming the ring hold their hands high so that the scamp may go in and out. When the scamp is caught, he becomes the gardener, and the gardener chooses another child to be the scamp. If the gardener fails to catch the scamp within a certain length of time, he must take his place in the ring, and the scamp has the privilege of choosing another gardener. The fun comes in imitating every action of the scamp, who may do some very funny "stunts." This game may be played in the schoolroom with great success, the scamp vaulting the seats or running through the aisles.

Gypsy

This game is liked by little girls. Any even number can play but small groups of six or eight are best. One child is chosen to be the gypsy and another to be the mother. The other players represent the children. The gypsy hides in some convenient place while the mother talks to her children, pointing to each one to emphasize her remarks as she repeats the following rhyme:

"I charge you, my children, every one,
To keep good house while I am gone;
You, and you, and especially you,
Or else I'll beat you black and blue."

Then she goes away and blinds her eyes with her hands. The gypsy appears and stealthily sends the children away to hiding places. When all are hid, the

gypsy hides herself again. Then the mother comes home, finds her children gone and searches for them. When all are found and brought home, they search for the gypsy and chase her. The one successful in catching her becomes the mother. The former becomes the gypsy and the game is repeated.

The Gingerbread Man

The story of the "The Gingerbread Man" lends itself admirably to the making of a dramatic game.

Players are chosen to represent the little old woman, the little old man, the kettle, the pan, the threshers, the mowers, the gingerbread man, and the fox. The last two, of course, are the most important. The players are stationed at definite places, according to their parts in the play. The little old man and woman come first, with the gingerbread man lying flat on the ground between them. Then come the kettle, the pan, and the others, with the fox at the most distant spot. Between each two groups there should be some distance. Each is engaged in its respective occupation.

The play begins with the little old woman's kneading the dough. (The gingerbread man is dough, at first.) Watched by the little old man, she moulds the dough and puts it into the oven. Then she takes it out, and the gingerbread man jumps up and runs away, with the little old man and little old woman following him. (The children may improvise conversation for this first episode, but usually the suspense is quite keen enough without it.)

The gingerbread man runs to the kettle and cries:

"I've run away from the little old woman, and the little old man,—
I can run away from you, I can!"

As he finishes, the kettle joins the group, following

after the old man and the old woman. So he goes to the pan, to the mowers and threshers, and they all join the procession. In each case the gingerbread man dances provocatively about the group which he has come to defy, and they do not take up the chase until he has finished. Even then, they do not try to tag him, but merely follow, and dance and run as he does. But when he meets the fox, it is a different matter. Here, as soon as he has finished his taunt, he runs, with the fox in real pursuit. Presumably, they are at some distance from the goal, and it may be a hard chase. The others stand aside, or follow to watch. If the gingerbread man is caught, the fox becomes gingerbread man. If he is not caught, he chooses his own successor. The new fox may be chosen by lot.

There are many chances for improvisations by the pupils, either in the conversation or in the acting of occupations or in the adding of characters. The game element, however, and the main episodes had better be left as suggested. It is an excellent game for a large group, and the children will become very fond of it.

Old Woman from the Wood

This game is especially liked by the girls. Ten or more players may take part. They are divided into two groups which form into two lines facing each other, a short distance apart. One party is chosen to act first. They will have previously decided upon some action representing an old woman's occupation. They then advance a step or two saying, "Here comes the old woman from the wood." The other group says, "What can you do?" The performers say, "Anything," and the others reply, "Work away." Whereupon all the members of the first group proceed to imitate the occupation decided upon. The second

group guesses what the actions represent, and if the guess is correct they take a turn at performing. If the guess is not correct, the first group retires, decides upon another occupation, returns and acts it; thus continuing until the guess is correct. The successful guessers try to tag the performers before they can be

"Knitting" in Old Woman from the Wood

seated, and all so tagged become members of that group. The party wins which secures all the players.

If this proves too boisterous for a schoolroom game, the tagging may be omitted but it adds to the interest in the game. Such actions as sewing, knitting, gathering faggots, baking, etc., can be represented.

Old Witch

This is a game much liked by children. The characters are the old witch, the mother, the eldest daughter, the younger children (named after the days of the week), and one to represent the pot. If more players are desired, let there be two Mondays, two Tuesdays, etc., or have two separate families and let the witch visit them in turn.

The mother goes away, and leaves the eldest daugh-

ter in charge of the children, warning her not to let the old witch get them, nor to let the pot boil over. As soon as the mother is out of sight, the old witch knocks at the door. The eldest daughter asks her in, and is cordial to her, not recognizing her as the witch. The old witch says, "Let me warm myself at your fire." The eldest daughter says, "Yes, but do not dirty the hearth." The eldest daughter goes about her work, and the old witch scatters ashes on the hearth. The pot boils over with a hissing sound, the witch grabs the child Monday and runs, and the eldest daughter cries, "Mother, Mother, the pot boils over!" The mother calls directions to skim the pot,—to pull it back —etc., but the eldest daughter has her reasons for not doing any of these things, and at last the mother says, "Then I will have to come, myself!" When she comes, she misses Monday, and cries, "Where is my child Monday?" The eldest daughter has various suggestions: "Under the table"—"behind the door"—"down cellar," and the like, and the mother looks in all these places, in vain. Finally the daughter confesses that the old witch came and took Monday. The mother then punishes the daughter. The daughter promises to be more careful, and the mother goes away again.

The old witch comes again, and the play is repeated. Each time the witch has a different excuse for being around the fire: "To light her pipe"—"to borrow the poker," etc. Each time the mother returns to find one more child gone. At last the eldest daughter has been taken, and the mother sets out in search of the children. She reaches the witch's house. The witch refuses to let her in, and the following conversation takes place:

Witch—Your shoes are too dirty.
Mother—I will take off my shoes.

Witch—Your stockings are too dirty.
Mother—I will take off my stockings.
Witch—Your feet are too dirty.
Mother—I will put on glass slippers.
Witch—You may come in.

The mother enters, and finds a row of pies on the shelf. These are the children which the witch has made into pies. The mother asks about the pies, and tastes one. She decides that it needs more sugar. When sugar is added, she tastes again, and cries out, "Why, this tastes like my child Monday!" Monday jumps up, greets her mother, and is sent home. The next pie being another kind, is found to need something else, and it proves to be the child Tuesday. So it goes until all of the children are found, and sent home. They then all chase the old witch.

The Sleeping Beauty

This story has all the elements necessary to the making of a fine dramatic game. There is the beautiful princess, her fond father and mother, the good fairies, the witch, the prince, and the courtiers and the people.

The game starts with the people dancing around the princess, whose fond parents stand near by. One by one the good fairies come in and touch the princess with their wands, naming their gifts. One brings her happiness, and she smiles. Another brings her gracefulness, and she dances and curtseys; another brings material gifts, and she holds them in her arms or apron. Then the people all dance again, the fairies joining the circle.

While they are dancing, the witch comes. She breaks through the now quieted circle, and stands before the princess, who is much frightened. She reaches out her wand, and the princess sinks to the

ground, asleep. The witch goes about among the others, waving her wand, and one by one they fall asleep in the positions in which she found them. One group of children, on the outside of the circle, form the hedge which grew up around the courtyard. When the witch charms them they sink to the ground, but after she leaves, they begin slowly to rise, like the growing of a hedge. They are close enough together to join hands, and so form a continuous wall—or a circle, if there are enough players.

When the hedge is grown, the prince comes. He has difficulty in breaking through the hedge, being obliged to try several places. At last he gets through. He goes to the sleeping princess, bends over her and, as she awakens, raises her. Immediately all the people awake and dance again, this time around the prince and princess. Then all run to find the old witch who has hidden herself as securely as possible. The child who finds her becomes the prince for the next game. The princess chooses her successor, as does the witch.

Trades

This most popular game is known to all children in some form. This form is often called "New York," or "Pennsylvania" according, it seems, to the name of the place which the players choose to "come from."

Two leaders are selected, who choose sides. The members of each side go off to decide upon a trade which they will represent. The side whose leader has first choosing of players has second turn in representing a trade. They stand on their goal line and the other side comes forward. The approaching side sings out, "Here we come!" The others cry, "Where from?" The answer is "New York!" (or Pennsylvania). The questioners then cry, "What's your trade?" The an-

swer is, "Lemonade!" Then the demand comes: "Show us some!" At this, the visitors proceed to demonstrate their trade.

The fun depends upon the ingenuity shown in choosing trades, although the younger children to whom the game is new, enjoy the simplest ideas. Some possible trades are, demonstrating an automobile, mixing sodas, cutting bananas, grinding coffee, running an adding machine, changing tires, taking pictures, repairing a watch, etc. The guessing and chasing are done as in The Old Woman from the Wood.

Turkey

The characters represented are a farmer, a turkey, pans of wheat and oats, a horse, a cow, pigs, a fence, a brook, and a wheelbarrow. The three last-named articles may be represented by two children each.

The turkey leaves the barn, taking, on his way out, some pecks at the pans of wheat and oats. He passes the horse, cow, pigs, and wheelbarrow, and to each he says, "Don't tell my master where I'm gone."

Each nods his head solemnly. As soon as the turkey gets out of the barn and barnyard, he is on free land, and he struts around proudly.

Then the farmer appears in the barnyard. He says to the pans of feed, "Has my gobbler passed here?" They rise, and show him that they have been emptied of feed. If girls, they shake their dresses; if boys, they turn somersaults. The farmer next goes to the horse, and asks, "Have you seen my gobbler?" The horse neighs and tries to detain him. He may not hold him with both hands, for the man is always superior to the horse. But he may stand in front of him, or hold him with one hand. Eventually the man gets away. He goes next to the cow and the pigs, and the same

performance is repeated. The cow moos, and the pigs grunt, in answer to his question. The cow may try to hook the man, and the pigs go around on all fours, trying to impede his progress. The wheelbarrow says nothing, but moves around in his way.

At last the man gets out into the open field. Then the turkey must run. He must go over the fence (made by the joined hands of the two children) and he must cross the brook. If he does all of these things, and runs back to the barnyard before the farmer catches him, he may choose the next turkey. If the farmer catches him, the farmer may choose the next turkey, or may himself be the turkey. The farmer, of course, must get over fence and brook, in his pursuit of the turkey.

Wind up the Faggot

One child stands at the head of the line. He cries:

"Wind up the faggot; wind it up tight."

The other children reply:

"We'll wind up the faggot, and wind it up tight,
We'll wind it all day, and wind it all night."

They begin to wind around the child at the head, and continue, child and group singing alternately, until they are "wound up tight." Then they stand still for an instant. The children sing:

"We wound up the faggot, and wound it up tight,
We wound it all day, and wound it all night."

At that, the child in the center cries out:

"Stir up the dumplings,
The pot boils over!"

Then all the children dance up and down rapidly, until the ring really does "boil over." Then the game may begin again.

Witch, Hen, and Chickens

One player is chosen to be the witch. She sits guarding her fire inside a ring formed by the hen and her brood of chickens. The hen heads the line and the chickens form in line, following her as she moves around the witch saying:

"Chickany, chickany, crany, crow,
I went to the well to wash my toe,
When I came back my chicken was gone;
What o'clock is it, old witch?"

The witch names any hour she wishes, and the hen and her brood go round and round repeating the jingle, until the old witch shouts, "Twelve o'clock," then the following conversation ensues, the hen asking the first question:

"What are you doing, old witch?"
"Making a fire to cook a chicken."
"Where are you going to get it?"
"Out of your coop."
"I've got the lock."
"I've got the key."
"Well, we'll see who'll have it."

This is a signal for the chase to begin.

The mother hen tries frantically and vainly to protect her brood from the witch. As the witch catches each chicken, she carries it to her fire and goes through an elaborate ceremony of "dressing" it and cooking it, by boiling or frying or the like, and this ceremony may be the source of much fun.

Witch in the Jar

The witch marks out circles in a certain territory. These are her jars. When any one ventures near her territory, she tries to catch him and put him in her jar. If she has one person in a jar, that person may be

rescued by any child who can get to the jar without being touched by the witch. But if she puts two in a jar, they are fastened there and cannot be rescued. The witch chants:

"Dear children, dear children,
You dare not go far,
For if I catch you
You'll land in my jar."

This is liked by the younger children and goes well with an older child playing witch.

The Widow from Barbary Land

The mother, with her children, two to twelve in number, approaches the "lady" who supposedly is looking for helpers. The mother sings this song:

"Here comes a poor woman from Barbary Land
With all her children at her hand,
And one can bake, and the other can brew,
Another can make a lily-white shoe;
Another can sit by the fire and spin,
So pray take one of my daughters in."

The lady chooses one of the children, with the following rhymes:

"The busy child that I wish to see,
Is lovely (Mary); come to me."

Then the mother sings:

"I leave my daughter safe and sound,
And in her pocket a thousand pound.
Don't let her ramble, don't let her trot,
Don't have her carry the mustard pot."

The mother and children go away, leaving the daughter. As they go, the lady sings, in a low, mysterious tone:

"She shall ramble, she shall trot,
She shall carry the mustard pot."

The play continues in this way until all the children have been chosen. Then, after a brief wait, which represents the passing of several days, the mother returns and wishes to see the children. The lady refuses her request. The mother insists, and the lady at last takes her to them. The mother goes to the first child and asks her how the lady has been treating her. The child replies, mournfully, "She cut off my ears, and made an ear pie, and she never gave me a bit of it."

Each child answers in the same way, naming fingers, toes, curls, and the like. Or, other direful treatment may be described, and the lady may exercise ingenuity in giving each child an interesting tale of woe to tell the mother. When all have finished, the mother, followed by her children, chases the lady, and when they capture her, they put her in prison.

Other Games Having a Dramatic Element

Apprentice
Atlas
Bear in the Pit
Bird Cage
Birds Fly
Cat and Mice
Cat and Mouse
Charlie Over the Water
Crossing the Brook
Deer Race
Dog
Farmer is Coming, The
Five Geese in a Flock
Flowers and the Wind
Fox and Geese
Fox Trail

Going to the Fair
Have You Seen My Sheep?
I've Lost My Squirrel
Letting Out the Doves
Merchant
Midnight
Mount Ball
Organ Builder
Prince and Guards
Relievo
Run, Sheep, Run
Squirrel and Nut
Squirrel in the Trees
Smuggling the Geg
Thanksgiving Dinner
Water Sprite
Wolf

SINGING GAMES

From the time when games were first played, singing games have been popular. Their universal appeal is based chiefly on two things: the strong dramatic interest and the rhythm. The feeling of active participation in the play is emphasized when the player joins in the singing. And children are naturally lovers of rhythm. The history of some of the older singing games is especially interesting, but we cannot go into it here beyond saying that the rhymes which seem to us most insignificant and senseless were at one time full of meaning, having reference to events or customs of their times.

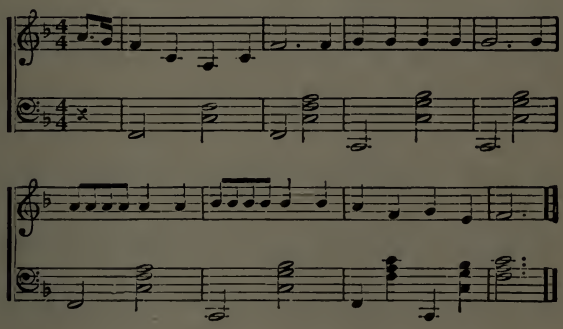
It has been difficult to choose from among the multitude of singing games, but it has seemed wise to include the most familiar and best beloved. We would urge the teacher to make them truly singing games. Encourage the children to learn and use the words and the melodies. Help them to feel the rhythm. Only then will they receive all of the happiness that is in these games.

A-Hunting We Will Go

The children stand in two parallel lines facing each other. They play that the space between the lines is the forest where they are going to hunt. One couple hunts at a time. The head couple takes four slides toward the foot and four slides back; they then separate, each going back of his own line to the foot, where he takes his place. The story is that they hunt in one di-

rection, and because they find nothing, they hunt in another, and then find a little fox. While each couple is hunting, the rest take little side steps toward the head, and clap in rhythm during the first half of the verse. They stand still during the second half.

A-HUNTING WE WILL GO



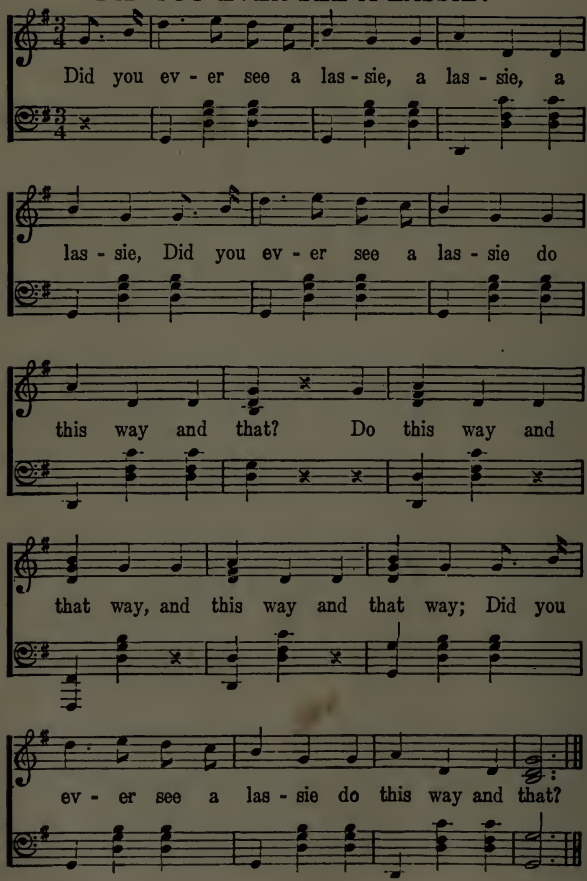
Oh, a-hunting we will go,
A-hunting we will go;
We'll catch a little fox
and put him in a box,
And never let him go.

The words of this song especially appeal to boys.

Did You Ever See a Lassie?

The children stand in a circle, and with clasped hands move around, singing the first two lines of the song. The lassie (or laddie) in the center performs some action, as jumping, shaking hands up and down, curtseying, riding a horse, pulling weeds, or the like. On the last two lines, the players drop their hands and imitate the action. Many pleasing variations are possible, and the little players find enjoyment in the exercise of muscle and ingenuity. The rhythm should be kept in the action.

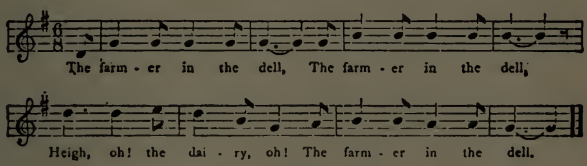
DID YOU EVER SEE A LASSIE?



Farmer in the Dell

The children stand in a circle about the one who has been chosen as farmer. They circle about him, singing the first verse. As they sing the second verse, circling the other way, the farmer chooses a wife, and takes her into the circle with him. At the third verse the wife chooses a child, and so on, until at the last, "the cheese stands alone." The others in the center join the outside circle, and all stand and clap hands. The cheese chooses another farmer, and the game goes on as before.

FARMER IN THE DELL



The farmer takes a wife,
The farmer takes a wife,
Heigh-ho, the dairy-oh,
The farmer takes a wife,

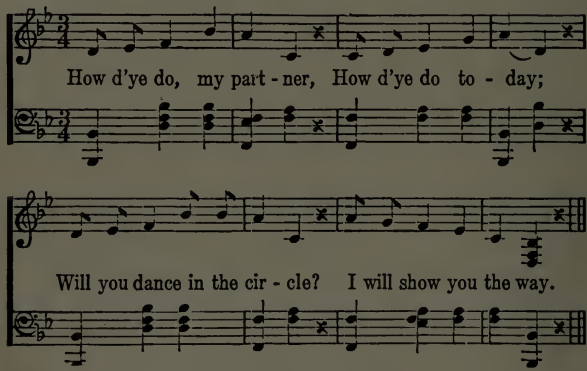
The wife takes a child, etc.,
The child takes a nurse, etc.
The nurse takes a dog, etc.
The dog takes a cat, etc.
The cat takes a rat, etc.
The rat takes the cheese, etc.
The cheese stands alone, etc.

How D'ye Do, My Partner?

The children stand in a circle, around a child in the center. They sing the verse through as the child in the center goes up to one in the circle, curtseys or bows to him, and leads him into the center as his partner.

They dance around the inside of the circle while the other children sing "Tra-la-la" to the tune. Then the first child takes his place in the ring, and the other stays and chooses a partner.

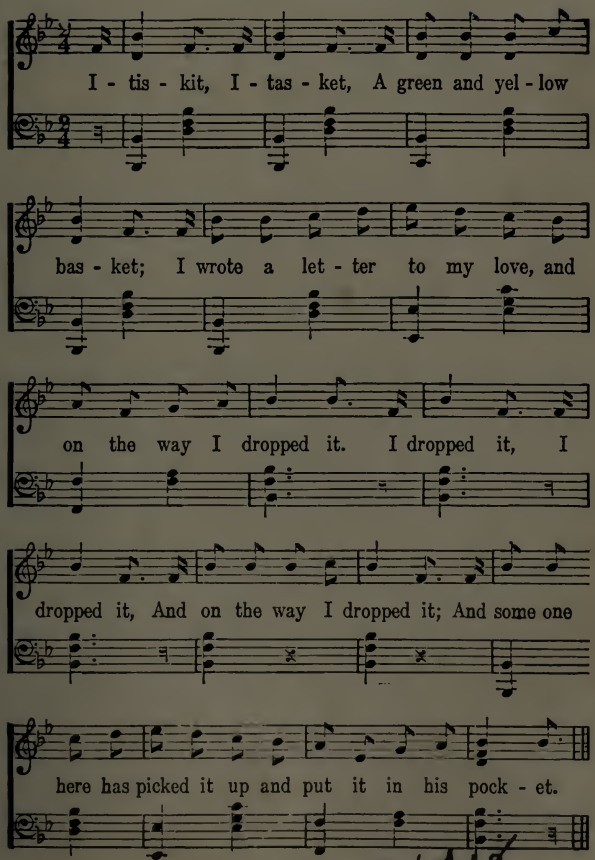
HOW D'YE DO, MY PARTNER?



Itisket, Itasket

The children call this game Drop the Handkerchief, but it is here called by the name of the song to distinguish it as a singing game. The children stand in a circle and sing the chorus and first verse as one child goes around the circle with the handkerchief. Often the words "dropped it" are repeated several times to add to the suspense. The handkerchief is finally dropped and then the children sing the second part. The child behind whom it is dropped picks it up and runs after the other child. If the one who dropped the handkerchief is caught, he goes into the circle and becomes a "rotten egg"; otherwise, he joins the circle. If he can get around again and pick up the handkerchief, the child behind whom it was dropped goes into the center.

ITISKET, ITASKET



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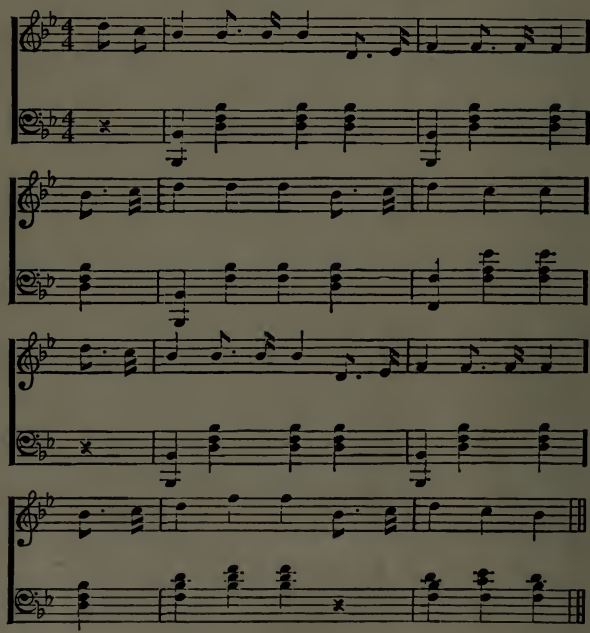
Jolly Is the Miller

The children stand in a double circle, all facing in one direction. The miller stands in the center while the circle players skip around and sing:

Jolly is the miller who lives by the mill,
The wheel goes round with a right good will;
One hand in the hopper and the other in the sack,
The right steps forward and the left steps back.

JOLLY IS THE MILLER

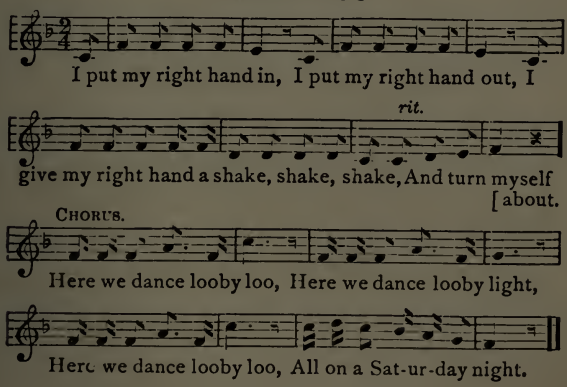


On the last line, the right-hand child of each couple steps forward, the left-hand child steps back, each taking a new partner, and the miller tries to catch a child for his partner. The child left without a partner is the new miller.

Looby Loo

This delightful game is the birthright of every child. The children stand in a circle and dance in little side steps, slowly at first, but faster towards the end of the verse. Then they stand still and sing the second verse while performing the action indicated. The first verse is used as a chorus between each of the action verses. The teacher or some older person should join in this game with the young children, or they will become confused. It should be played with a great deal of spirit.

LOOBY LOO

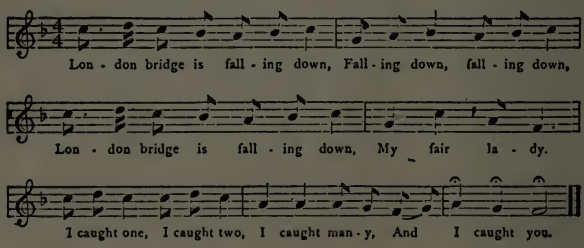


I put my left hand in, etc.
I put my two hands in, etc.
I put my right foot in, etc.
I put my left foot in, etc.
I put my two feet in, etc.
(Jump into circle, and up and down.)
I put my right ear in, etc.
I put my left ear in, etc.
I put my head way in, etc.
I put my whole self in, etc.

London Bridge

Two of the tallest players form a "bridge" by clasping their hands high. They have previously agreed upon the objects which they represent—gold and silver, pie and cake, mountain and river, and the like. The other players form a line and pass through the arch around the bridge. At the words "My fair lady" the bridge descends upon one who is passing through. He is carried off to one side and told to choose between the two objects. He joins the side which represents the object which he has chosen. When all the players have been caught, they line up behind their respective leaders and a tug of war ensues. For little children the first verse is amply satisfying, but interest is added for older children by the supplementary verses, which permit of many variations. With larger numbers several "spans" may be used on the "bridge."

LONDON BRIDGE



Build it up with iron bars,
Iron bars, iron bars,
Build it up with iron bars,
My fair lady.

Iron bars will bend and break,
Bend and break, bend and break,

Iron bars will bend and break,
My fair lady.

Build it up with gold and silver, etc.

Gold and silver will be stolen away, etc.

Get a man to watch all night, etc.

Suppose the man should fall asleep, etc.

Get a dog to bark all night, etc.

Suppose the dog should find a bone, etc.

Get a cock to crow all night, etc.

Suppose the cock should eat a stone, etc.

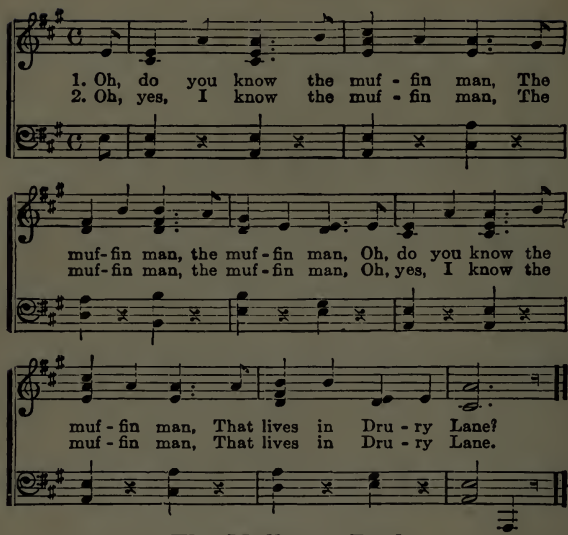
Well, we cannot help you more,
Help you more, help you more,
London Bridge has fallen down!
My fair lady.

In using the additional verses, the players forming the bridge sing the first stanza, the other players sing the next, and so on, alternating. When the last verse is reached, the marchers sing only the first two lines, then the bridge drops suddenly, with the two players singing the last two lines.

The Muffin Man

The players join hands and form a circle, while one or more children are chosen to stand in the center. The circle players skip about, singing the first two lines of the verse. They then stand still while each player in the center chooses a partner to enter the center with him. The partners join hands and skip about, singing the last two lines, while the circle players stand still and clap hands. The game may be repeated until all are chosen.

THE MUFFIN MAN



The Mulberry Bush

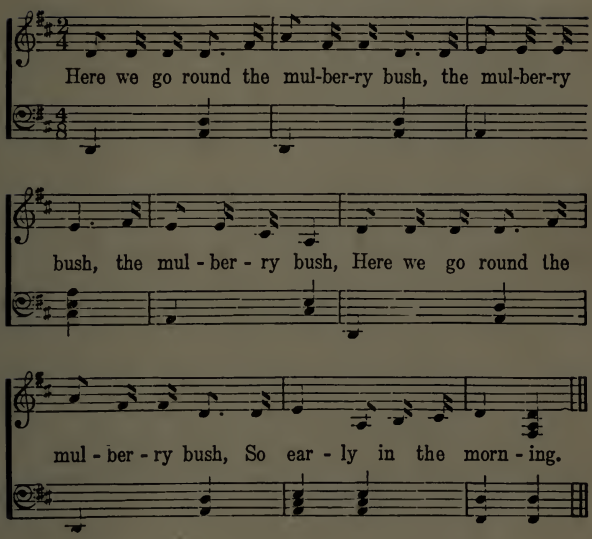
Every child should be familiar with this game. The players stand in a circle, with hands clasped, and sing the first stanza as they circle around. This is also sung between the various action verses. At the singing of the action verses, the children perform the actions indicated.

At the last verse, the children form in couples and march staidly around the room, disbanding after they have "gone to church."

This is the way we wash our clothes,
We wash our clothes, we wash our clothes;
This is the way we wash our clothes,
  So early on Monday morning.

This is the way we iron our clothes, etc.
  So early on Tuesday morning.

MULBERRY BUSH



This is the way we scrub the floor, etc.
So early on Wednesday morning.

This is the way we mend our clothes, etc.,
So early on Thursday morning.

This is the way we bake our bread, etc.,
So early on Friday morning.

This is the way we sweep our house, etc.,
So early on Saturday morning.

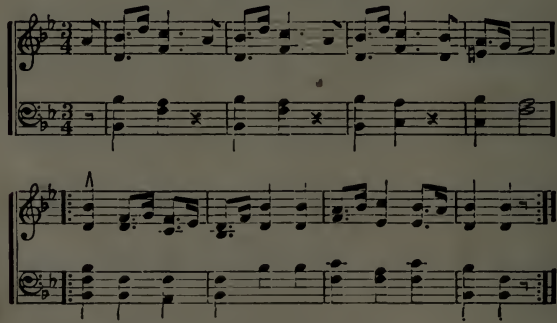
This is the way we go to church, etc.,
So early on Sunday morning.

Nixie Polka

The children stand in a circle. One child, A, is chosen to start the game. He faces some other child, B, in the ring, and joins hands with him. The other children place their hands at their waists. Every one

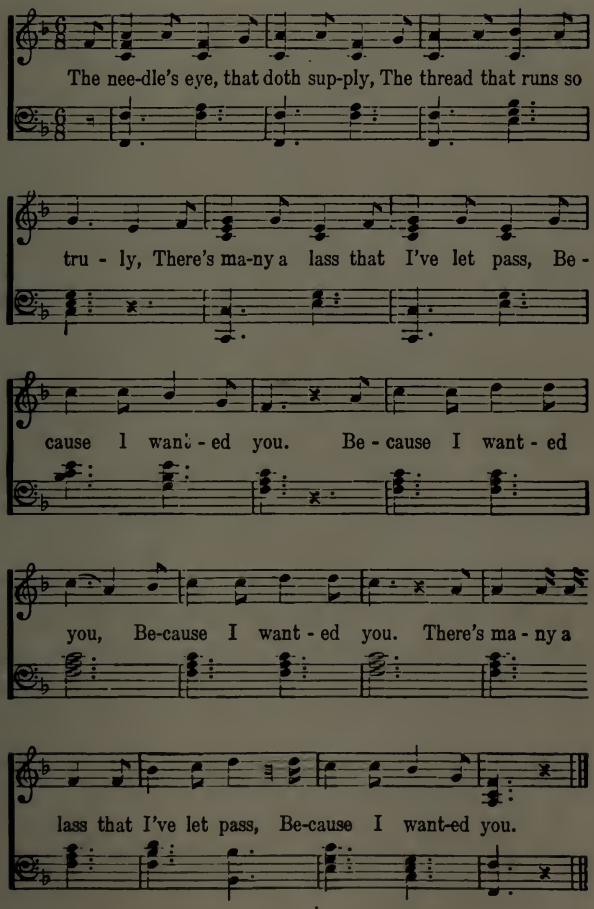
places his right foot forward and with light jumps changes the position of his feet twice and then rests: on count one, left foot forward; on two, right foot forward; on three, position is held. This is continued for each measure through the first part of the music. The child, A, in the center then turns and places his hands at his waist; his partner, B, places his hands on A's shoulders. During the second part of the music the partners run around inside the circle and finish in front of a third child, C. Again every one places his right foot forward and repeats the first step. Again the children in the center turn, the leader, B, placing his hands at his waist, and the rest placing their hands on the shoulders of the persons in front of them respectively—A's hands on B's shoulders, C's hands on A's shoulders. The game is repeated until every child is on the line. Each time the line turns there is a new leader. The last time they run into their original circle. If the circle is large two or three lines may be started.

NIXIE POLKA



Oh, just as I do, just as I do,
  Just as I do,—stand just so.
Now, come and follow, follow me,
  Through the ring, through the ring, oh!

NEEDLE'S EYE


The nee-dle's eye, that doth sup-ply, The thread that runs so
tru - ly, There's ma-ny a lass that I've let pass, Be -
cause I want - ed you. Be - cause I want - ed
you, Be-cause I want - ed you. There's ma - ny a
lass that I've let pass, Be-cause I want-ed you.

Needle's Eye

This is a variation of "London Bridge," which is pleasing to little children, especially. Two children are chosen to be the needle's eye. They join hands, holding them high over their heads to form an archway. The rest of the players form in a line and run under the arch, singing as they go. On the word "you" the archway drops and a player is captured. The players who form the archway have previously decided what valuable article they wish to own. Now they ask the prisoner what he wishes, "a gold automobile or a diamond necklace." The player on deciding must go as directed and stand behind one of the two forming the arch.

The game goes on until every one is caught; then all hold tight and a tug of war takes place.

Nuts in May

Tune: "Mulberry Bush"

Here we come gathering nuts in May,
  Nuts in May, nuts in May,
Here we come gathering nuts in May,
  On a cold and frosty morning.

Whom will you have for nuts in May,
  Nuts in May, nuts in May?
Whom will you have for nuts in May,
  On a cold and frosty morning?

We'll have (Mary) for nuts in May,
  Nuts in May, nuts in May,
We'll have (Mary) for nuts in May,
  On a cold and frosty morning.

Whom will you send to fetch her away,
  Fetch her away, fetch her away?
Whom will you send to fetch her away,
  On a cold and frosty morning?

We'll send (Henry) to fetch her away,
  Fetch her away, fetch her away,
We'll send (Henry) to fetch her away,
  On a cold and frosty morning.

We don't think (Henry) can fetch her away,
  Fetch her away, fetch her away,
We don't think (Henry) can fetch her away,
  On this cold and frosty morning.

This is a singing game which older children will enjoy. The players stand some distance apart in two opposing lines facing each other. Hands are joined within each team. The first line advances towards the second (bars 1 to 4) and retreats (bars 5 to 8) singing the first stanza. The second line then advances and retreats singing the second stanza. The first line, after agreeing upon one of its opponent's players whom it will choose, advances and retreats as before, singing the third stanza. The second line again advances and retreats singing the fourth stanza, in which the question is asked as to whom the first line will choose to take this player away. Line one, choosing one from its own side, answers in the fifth stanza, advancing and retreating as before. In the last stanza the second line issues its challenge. Then the two players that have been chosen have a tug of war on a line marked out on the ground. The player pulled over this line becomes a "nut." The winner returns to his own side, taking the vanquished "nuts" with him. The line wins which succeeds in getting the largest number of "nuts." The game is then repeated with turns reversed.

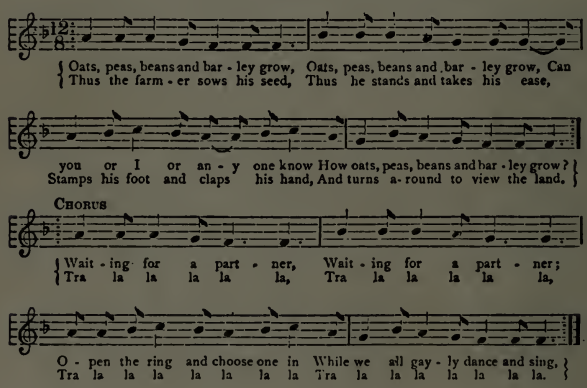
Oats, Peas, Beans, and Barley

This game can be played by any number of children. One is chosen to be the farmer, and the others form a

circle around him. They join hands, and dancing about, sing the first stanza.

At the end of this stanza the children stop dancing, and while singing the second they imitate the action which the words suggest. The farmer also performs these actions with the other players in the circle. At the chorus, which is sung after the second stanza only, they wait until the farmer chooses a partner at the words "choose one in." Then all dance around the farmer and his partner until the end of the song. The game is repeated, and the partner becomes the farmer.

OATS, PEAS, BEANS, AND BARLEY

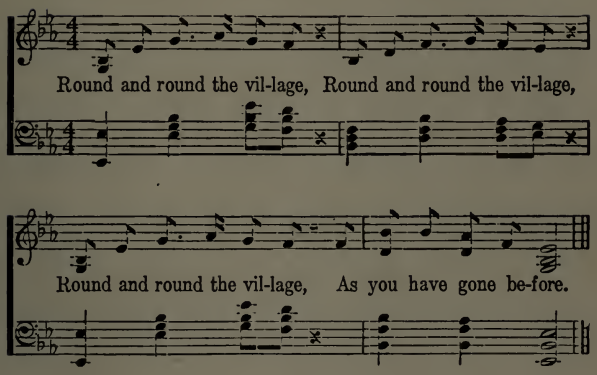


Round and Round the Village

The children stand in a single circle with their hands joined. One child is outside of the circle. As he runs around the circle players representing the houses of a village, they all stand still and sing:

Round and round the village,
Round and round the village,
Round and round the village,
As fast as you can go.

ROUND AND ROUND THE VILLAGE



As they sing the second verse, they raise their hands high in the air, to represent windows. The one running around the village goes in and out the windows.

In and out the windows, etc.,
As you have done before.

This child then chooses another one in the circle before whom he stands as they sing the third verse:

Stand and face your partner, etc.,
And bow before you go.

They change places with each other. The children in the circle skip around the center player who sings:

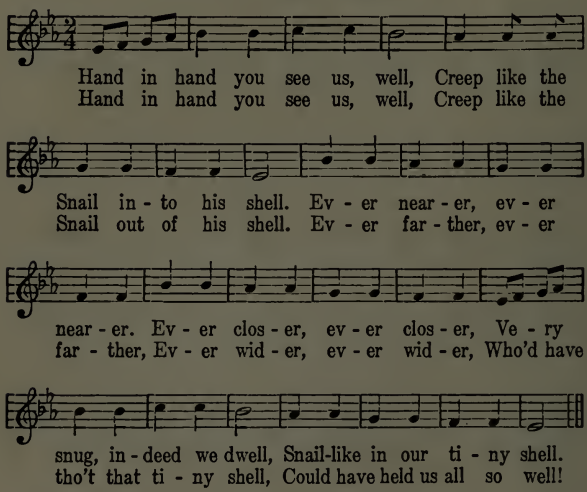
Follow me to London, etc.,
As you have done before.

The Snail Shell

This game is based on a familiar feature of many old games—the "winding up." The children form a circle. All except two (one of these the leader) join hands. As the players sing the first verse, they follow their leader in the winding of a spiral, until they are

indeed wound up like a snail shell. When that is done, they sing the second verse, and follow the leader out of the spiral. It is not so simple as it seems, and children delight in it, because it is an accomplishment when they can follow the leader well.

THE SNAIL SHELL



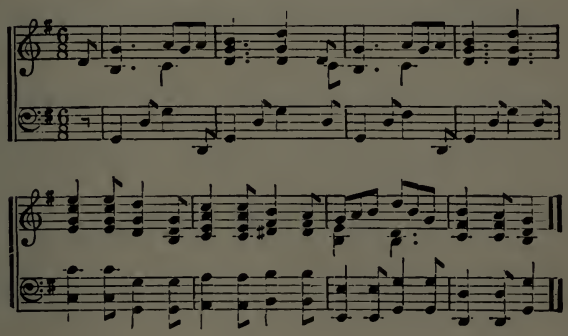
The Thread Follows the Needle

The children stand in a single line with hands joined. Let the child at one end of the line be the needle drawing the thread after him while he goes through the first space at the other end of the line. The last two children hold their hands high for him to pass through. The child at this end may turn halfway to represent a knot. The child next to the end simply turns halfway about—without passing through. The needle draws his thread out straight each time

that he passes through a space. This is continued until he has passed through every space and every child has turned halfway about. Little running steps may be used.

The children sing the following:

THE THREAD FOLLOWS THE NEEDLE



The thread follows the needle,
The thread follows the needle,
In and out the needle goes
While mother mends the children's clothes.

To face front again, they raise their hands high and each child turns under his own arm. When the game is repeated, the child at the other end of the line may be the needle, thus reversing the action, the needle becoming the knot and the knot becoming the needle. Several lines playing at the same time may compete to see which will finish first.

When I Was a Shoemaker

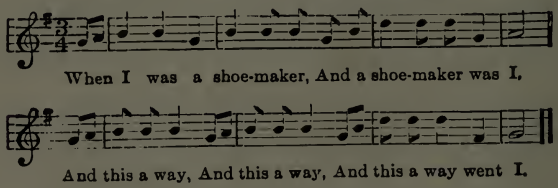
One player is chosen to be the leader. The other players form in a line behind him, imitating every movement which he makes. The leader marches about the room followed by the other players. During the

third and fourth lines of the first stanza he imitates the shoemaker by driving pegs, or sewing shoes; on the third and fourth lines of the second stanza he puts his hands under the lapels of his coat and struts; during the third stanza he gathers up his skirts and minces along in a haughty manner; on the fourth stanza he bends over a washtub imitating the rubbing. In the last stanza he says "Toot! Toot!" after the first and second lines, and after "this a way," to imitate the playing of a trumpet.

A leader who has quick imagination and imitative power may take new characters and trades, and thus add to the enjoyment of the game.

If the game is played in the schoolroom, each row may choose a leader, and, when called by the teacher, may follow this leader about the room a stated number of times, imitating him as they go.

WHEN I WAS A SHOEMAKER



When I was a gentleman,
  And a gentleman was I,
And this a way, and this a way,
  And this a way went I.

When I was a lady,
  And a lady was I, etc.

When I was a washerwoman,
  And a washerwoman was I, etc.

When I was a trumpeter,
  And a trumpeter was I, etc.

Other Singing Games

The following contain lines that children may chant or sing to improvised tunes:

Charlie Over the Water
Hickory, Dickory, Dock
Trades
Widow from Barbary Land
Wind up the Faggot
Witch in the Jar

MIMETIC GAMES

The mimetic exercises and story plays which have so important a place in the physical education of to-day approach the realm of formal gymnastics, but have enough of the game element to warrant their inclusion in a book of this sort. In their stimulation of the imagination and exercise of the dramatic instinct, they are akin to the dramatic games; in the keen observation of, and interest in, the common things which they arouse and demand, they are valuable as special purpose games. Their peculiar purpose is, of course, to provide certain exercises for the children who are too young for the formal gymnastic work. But the teacher who gives thought to the use of them—and the use need not be confined to the primary grades—will be repaid. It will be found that by the right understanding and presentation of these plays both teacher and pupils will be better prepared in spirit and physical agility for joyful and effective participation in other games. They may be made dull and "dry," utterly devoid of interest and benefit, or they may be really beneficial to the growing bodies and minds, and as joyous as any game. Indeed, these mimetic plays seem to be folk games in the making, and the inclusion here of a few of the folk games serves to show and emphasize the resemblance.

For their right presentation, several points must be kept in mind. The teacher should know the definite meaning and use of each part of the exercise. These parts aim, through various movements, to effect certain results: deep breathing, exercise of the arms and legs and of the larger body muscles, quickness, agility, imagination, self-expression, and pleasure. Other things may enter in, but without these no mimetic exercise is complete. The

teacher must feel the spirit of these plays, enter vigorously into the action of them, and assist the children to do likewise. When the players are picking up chestnuts, they must see the chestnuts; when cranking an airplane, they must feel the resistance of the engine, and so on. The games, in general, are suited to either the schoolroom or to out-of-doors, but when possible the out-of-door play is best.

In this collection we have tried to give some of the best ideas for plays of this sort. Many variations and new games will suggest themselves to the teacher.

Airplane

1. Put on uniforms. Stand! One! Reach up and get garments. Two! Put on helmet. Three! Lace up leggings. See who can be ready first.

2. Running to aviation field. Ready—go! (One row after another runs lightly around room and back to seats.)

3. Looking for weather signs. Look up at clouds. One! Turn head to left. Two! Turn head way around to right. Again up and around from side to side.

4. Beckoning to a friend to go with you. Ready—go! He doesn't see you. Beckon with both hands.

5. Looking at engine. Let us be sure that engine is in good condition. Down! All stoop down and look at machinery. Up! Stand and get a wrench from seat in machine. Down! Stoop and tighten up screw. Up! Get a smaller wrench. Down! Tighten up a smaller screw. Now everything is done. Up!

6. Cranking machine. Ready—go! Grasp imaginary handle of crank and turn it about several times. The engine doesn't seem to start. Try the other hand.

Ready—go! Now you have it. Jump in seat and get hold of wheel. (The children sit in their seats and each grasps an imaginary wheel.)

7. Airplane starts through air. Ready—go! (The children raise their arms to sides and bend the body from one side to the other, as in the illustration.)

The Airplane Starts

8. The airplane descends. Stand! (One row after the other runs around the room with short steps. Run on toes but do not lift feet far from the floor.)

9. Glad to get to earth. Breathe—in! Breathe—out! Again—one! Two! Sit!

Birds Learning to Fly

1. Little birds sit at edge of nest, and crane their necks to look over.

2. Stand up and try their legs. (Up and down on toes.)

3. Spread wings. Arms bent at elbows so as to bring hands to shoulders. In trying wings, move arms back and forth in this position.

4. Hop out on branches. Hands on hips, hop on toes, feet together, to front of room.

5. Leave the tree. Run lightly around room, with arms stretched out and fluttering, as if bearing the weight of the bird.

6. Gaining in strength. Go faster and more surely.

7. Fly home to nest.

8. Stand at edge of nest, take deep breaths and preen wings. (Move wings slowly.)

Building a Fire

1. Children asleep. (Heads down on desks.)

2. Jump out of bed. Stretch. Deep breathing. Wash and dress.

3. Run downstairs. Greet family.

4. Run into woodshed for wood. Bring in armful.

5. Tear paper. Put it and kindling into stove. Strike match and light fire.

6. Blow, to make more draft.

7. Run to woodshed and chop wood.

8. Bring in wood and feed fire.

9. Set drafts and sit down.

Chopping Wood

Coal Driver

1. Drive into yard with load of coal.
2. Drive along street with load of coal. Hands cold, swing arms and clap hands, to warm them.
3. Drive into yard and up to window. Back up horses, and work to get wagon in right position.
4. Take coal chute down from wagon and place it in position.
5. Climb back on wagon and shovel coal.
6. Pick up loose lumps of coal.
7. Replace chute in wagon, and get into wagon.
8. Drive away, whistling a tune.

A Day on the Farm

1. Breathe in the pure air, head lifted and arms raised.
2. Feed chickens. Throw grain far, holding box alternately with right and left hands.
3. Shake fruit trees. Pick up fruit and eat it.
4. Run and skip for joy. Jump across brook.
5. Pick flowers. Blow dandelion seeds.
6. Take off shoes and stockings and wade in brook.
7. Run to barn.
8. Climb ladder into hay loft. Toss hay down into stalls.
9. Climb down ladder. Pet horses and dog.
10. Go to house, sit on porch and rest. Breathe deeply while resting.

A Day at the Seashore

1. Pack suitcase and lunch baskets. (Bending, stooping and raising.)
2. Run to catch train or street cars. (Running.)
3. Conductor ringing up fares, or trainman swinging lantern. (Arm stretching.)

4. At the seashore. Jump off train, and run along beach, dipping hands in water. (Jumping, running, trunk bending.)

5. Point to sea-gulls, and to boats out on the water. (Stretching of body muscles.)

6. Skip stones on the water.

7. Change to bathing suits.

8. Swimming. (Strokes of various kinds give different exercise. Breathing emphasized.)

9. Out in rowboats. (Sit on desks and row.)

10. Change clothes again, run to street car, and ride home, resting on the way.

A Day on the Playground

1. Stand in circle and sing good-morning song.

2. Seesaw. Children in pairs, play at seesawing.

3. Giant stride. Holding hands high, go around in a circle, sometimes letting feet go off ground, as stride pulls you up.

4. Resting. Take deep breaths.

5. Jumping rope.

6. Playing with ball, throwing and catching it.

7. The slide. Climb ladder to it, and each child in turn slide down.

8. Sit on ground to hear a story.

Fire Department

1. At alarm of fire, firemen slide down poles, harness horses, throw open doors.

2. Run to the fire. Gallop around room, bells ringing, gongs sounding.

3. At the fire. Erect ladders; play water on flames.

4. Climb ladders. Use opposite foot and hand. Stop at top to take deep breaths.

5. Throw clothes and light articles out of windows.

6. Carry heavy articles down ladder.

7. Move other things out of house.

8. Fire is out. Take deep breaths to clear lungs of smoke.

9. Ride back to fire house. Horses trot.

10. Firemen rest and talk about fire.

Flowers Growing

1. Soft wind blowing. (Run lightly around room, waving arms gently.)

2. Rain falling. (Arms stretched up, fingers fluttering down, until they reach the floor. Repeat several times. Bending should be from trunk.)

3. Sun shines. Point to sun. It is so bright that it makes us wrinkle our noses.

4. Flowers begin to grow. (Squat on heels, and rise, very slowly, to an upright position.) Repeat. (The different flowers grow at different times, and at varying rates of speed, so children need not make this movement in unison.)

5. Flowers wave in the wind. (Trunk bending to sides.)

6. They drink in sunshine and pure air. (Deep breathing, faces lifted and arms raised.)

7. Children skip to woods to pick flowers. (Skip around room, then stoop or bend to pick flowers.)

8. Children smell flowers. (Deep breathing, heads bent.)

Gathering Chestnuts

1. Raise feet as if climbing a hill and march around room.

2. When tree is reached, raise hands and eyes to tree in exclamation.

3. Reach for stick or stone and throw it with right hand, then with left.

4. Shake both hands at wrists to show how chestnuts are falling.

5. Pick up stone and open burs, alternating hands, then using both together.

6. Pick up chestnuts in basket.

7. When baskets are filled, step on bur with one foot, then hop. Alternate.

8. When bur is removed, pick up baskets and lift to head.

9. While holding in this position march around room several times, set baskets down, and take seat.

Other exercises may be introduced, such as running and climbing.

Hickory, Dickory, Dock

1. Partners face. Boys are on right of girls. Strike a chord or say "Position." Raise arms directly overhead (forward, upward).

"Hickory,"

2. All sway bodies and arms toward left. Partners sway in opposite directions.

"dickory,"

3. All sway toward right.

"dock,"

4. Bring arms down to sides, and place hands on waist line, toward front, with knuckles forward.

"The mouse ran up the clock."

5. Rows take short running steps toward right, changing places with partners.

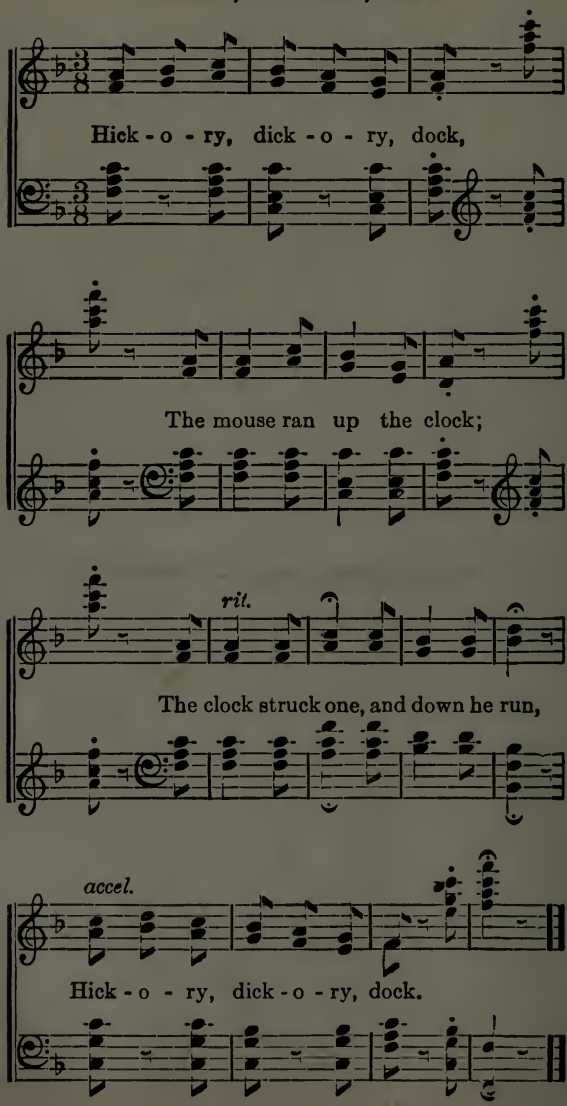
"The clock struck one,"

6. Partners strike hands on "one," keeping left hands on hips.

"and down he run,"

7. Hands on hips and all run toward left, back to original places.

HICKORY, DICKORY, DOCK



"Hickory, dickory,"

8. Sway body and arms to left; to right.

"dock,"

9. Arms at sides. Position.

Making a Garden

1. Take tools—rakes, spades, hoes—from shelves and hooks.
2. Carry tools over shoulder to garden.
3. Spade earth. Break up hard pieces.
4. Rake ground.
5. Pick up stones and rubbish.
6. Shovel stones and rubbish into wheelbarrow, and cart them away.
7. Dump wheelbarrow and return.
8. Plant seeds in drills or holes.
9. Cover seeds and smooth ground.
10. Straighten up and take deep breaths.

Motor Boating

1. Row out to boat. (Sit in seats.)
2. Climb into boat. (Climb onto desks.)
3. Pull up anchor. (Lean over side of desk, and use hand-over-hand haul.)
4. Coil rope in bottom of boat.
5. Crank engine.
6. Steer boat. Make a chugging noise.
7. Turn boat around. (Rock back and forth as if tossed by waves.)
8. Deep breath of relief that wind has died down.
9. Return to boat.
10. Row home.

Old Witch Goes Riding

1. The old witch comes out of her cave and sniffs the air to find whether or not she has a good night for riding. She stretches her arms up high to see if the wind is blowing. Stand! Ready—go! (Children stretch their arms up over heads and breathe in, then drop arms and breathe out. Repeat five or six times.)

2. Cranking broomstick. Ready—down! Up! Down! Up! The night is fine, and she bounces up and down on her broomstick, getting ready to go.

3. Sailing through sky. Ready—go! (One row after another gallops around the room as if astride a broomstick and then comes back to seats.)

4. Pushing clouds away. Ready—up! Back! Up! Back! etc. A cloud is in the way, so she puts her foot out in front of her and pushes up high with her hands and then brings her hands back so that she may push again. Finally the cloud is gone, except a tangle of cobwebs across her path.

5. Sweeping cobwebs away. Ready—go! Stop! (This is a slow movement with a swaying of the body, alternating right and left.)

6. Looking for goblins' footprints. Down! She bends forward and looks down on the ground for footprints. Up! Then she looks up on the tree tops. Again—down! Up! Down! Up! Again—one! Two! Now she sees them.

7. Putting goblins to flight. Ready—hiss! Charge forward, flinging arms forward. Hiss again. Hiss! Hiss! And away they all go.

8. The witch is tired. Breathe—in! Breathe—out! Again—one! Two!

9. The old witch is ready for bed, so she looks up at the great round yellow moon and sighs. Now all jump into bed. (Children sit and put heads on desks.)

The Pilgrims

1. The Pilgrims go aboard ship to sail for America. All stand in aisles, or sit on the top of the desks. Hold the left arm straight up at side of the head and stretch right arm sidewise with palm up. These arms represent the masts, to which are fastened the sails, which move with the wind. Move both arms sidewise slowly, changing position of arms repeatedly as the teacher tells the story. Keep arms stretched.

2. Waves of ocean dash against sides of the ship. Swing the arms gracefully from side to side in time to slow waltz music, or to some little song in two-part time.

3. The Pilgrims land in America. If the children are seated on top of the desks, have them climb down to their places in the aisles. If they have been standing in the aisle, have them step into their seats and down into the aisle on the other side of their seats. Count for the movement, and have it done together and quietly.

4. They chop down trees to build their houses. All stand astride, clasp hands and raise to shoulder, first to left, then to right, bend trunk forward and swing arms downward. Repeat this exercise vigorously, as it is a splendid exercise for arms and trunk.

5. The Pilgrims had to make their own shoes. Place closed left hand on the desk. With the right pick up a shoe peg from the shoemaker's bench (the desk), place in shoe (the closed left hand) and drive it in with the shoemaker's hammer (the closed right hand). This is a very good exercise in three-part rhythm. On "One" pick up peg, on "Two" place peg in shoe, on "Three" drive in peg. The pounding should come on the accented beat in the measure.

6. Indians meet them on their arrival. Have one

child for leader and all run lightly around room in Indian fashion, trunk forward, knees raised high and arms brought alternately up to the chest. This exercise must be done very quietly, as the Indians wore moccasins and could step so lightly that their enemies could not hear them approaching. An Indian yell may be given occasionally by the leader.

7. Imitate Indians shooting their arrows. Extend left arm forward, holding imaginary bow. With right hand pull string on "One," and as arrow goes darting through the air children make a little whistling sound with their lips. Repeat several times.

8. They imitate Indians paddling their canoes. All sit on the top of the desks, each one in his own canoe. They paddle first on one side and then on the other side of the desk. This may be done in rhythm after the movement is learned. Any little rowing song may be used.

9. On the first Thanksgiving Day the Pilgrims make a great feast and all the different families and the Indians come. While the teacher plays a march, or a marching song is sung, children all march solemnly around room, carrying imaginary guns at right shoulders, for the Pilgrims never left home without their guns.

10. The Indians arrive. The Indian run may be repeated as described in activity 6.

Waddling Like Ducks

11. The children skip to barn to play games and watch chickens and ducks. Skip lightly around room and back to places.

12. They find a big swing in barn, and take turns swinging. All place right foot forward and with both hands push an imaginary swing. Do this to music. Two-part meter is good, or waltz time can be used.

13. Jumping on the hay. Rise on toes and jump lightly forward, landing always on balls of feet.

14. Imitate roosters strutting. Place the hands on the shoulders and walk forward in the aisle, raising the knee high and placing the foot well forward carefully.

15. Imitate ducks waddling. All stoop and place hands on knees, arms extended outward, and move forward, swinging one side of body forward, then the other.

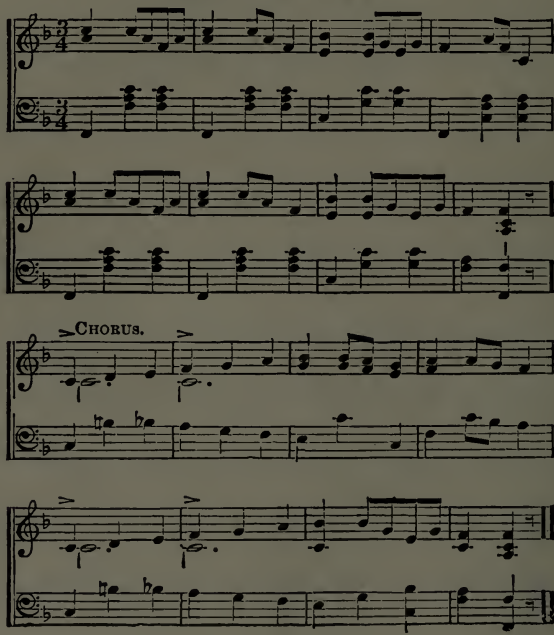
Playing in the Wind

1. Skip out to play.
2. Look up at wind clouds and point to them.
3. Weather vane. Stretch arms out at sides, slowly twist trunk to right and left.
4. Flying kites. Toss kite into air, run back a few steps; pull, guide and watch kite; haul it in, and wind string.
5. Windmill. Stretch arms overhead, lower to shoulder level, and imitate motion of windmill. In this exercise children are back to back in pairs.
6. Trees swaying in wind. Flutter of leaves (fingers), bending of branches (arms), then swaying of whole tree (trunk bending).
7. Toss a leaf into air and watch it blow away.
8. Blow to represent wind.
9. Run into the house at mother's call.
10. Rest head in mother's lap.

Reap the Flax

This dance represents in dramatic form the processes of cutting down the flax, combing out the tangles, spinning the flax into thread, and weaving this into cloth. The children stand in files of five each. In the first step they step out on the left foot (first phrase),

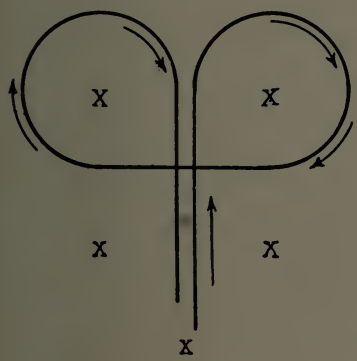
REAP THE FLAX



cut the flax from right to left with their scythes (second phrase), pile at the right the flax they have cut (third phrase), and stand back in position (fourth phrase). This is repeated. After each step a chorus is taken. The first child in each file places his hands on his hips, the others place their hands on the shoul-

ders of the child in front. With little steps they run around in a circle and back to position.

In the second step they pick up some of the flax from the piles at their right side (first phrase), throw it over hooks high in front of themselves (second phrase), comb it down with their fingers, which are hooked to resemble combs (third phrase), and stand back in position (fourth phrase). This is repeated, after which the chorus is taken again. In the third step the first child steps back beside the second, and the fourth steps up beside the third; all join right hands in the center; only one count is allowed for this. These four make the spinning-wheel, while the fifth person is the spinner. The spinner turns the wheel with her foot, which is on an imaginary treadle, and takes the flax off the wheel with her left hand. The chorus is taken again. In the fourth step the children form the same square which they formed in the third step; this represents the weaving loom, the fifth person being the weaver who runs through the loom as in the diagram. The chorus is taken again.



The Shoemaker

The position of the players is the same as for gymnastics proper. The pupils are arranged according to height. Boys stand at the right of girls.

Figure 1—Arms to front, right hand placed flat

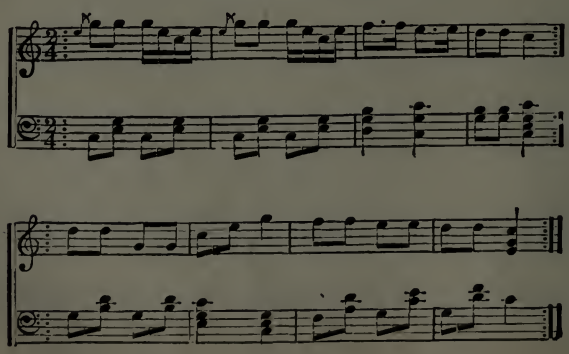
over left, but not touching it. Twirl hands three times with right hand outward. (First measure of music.) Reverse, three times. (Second measure.)

Figure 2—Jerk elbows backward two times with fists closed. (Third measure.) Hammer fists together three times, right hand on top. (Fourth measure.)

Repeat *Figures 1 and 2.*

Figure 3—Raise inside hands high, outside hands on hips. Be careful that knuckles are forward when hands are on hips. In the raising of hands, the boy opens his hand flat, fingers closed. The girl places her open palm in that of the boy; thumbs cross. Avoid linking fingers. All turn to right, running lightly on toes to end of line, and returning to place; if music is not finished by the time pupils are in original places, keep up the light running step "in place" until music stops. With a little care, the two or more sets of partners will run parallel coming up the line. On the last beat, as the heels come together, the arms drop to sides. (Fifth, sixth, seventh, and eighth measures.)

THE SHOEMAKER GAME



The Snowstorm

1. Falling snow. Stand! Up! (Raise arms over head.) Flutter—flutter! (Arms are slowly lowered sideways downward; at the same time fingers are fluttered up and down in imitation of the gentle fall of snowflakes.) Up! (Raise arms forward upward, moving fingers as before.) Again, flutter—flutter! Up! Down!

2. Drifting snow. The wind blows the snow down the street. Ready—go! (One row after another scampers lightly around room and back to seats.) Run softly; the snow makes no noise as it is blown. See how silent and quiet the room is. Everyone listen! Go softly, softly, on the toes.

3. Whistling wind. The wind blows through the pine trees and makes a long, low, whistling noise. Breathe—in! (Everyone takes a big, deep breath.) Breathe—out! Pupils breathe out and allow air to escape through mouth, making a noise like the wind.) Again—in! Out!

4. Whirling snow. Ready—go! (Raise arms to sides and turn about in a little circle with short running steps.) Turn about the other way—go! (Children run about to left once, then turn to right.) This movement when taken in the schoolroom must be simply a turn on the toes with many little steps. If the play is conducted in a playroom, each pupil may run around in a circle about four feet in diameter.

5. The snow bends the trees low. Now the snow falls slowly and gently. (Movement described under 1 may be repeated.) The little birch trees are bent way over toward the ground. Ready—over! (Arms hang limp and body is bent to left.) The wind blows the snow from the trees. Ready—shake! (Shake arms and slowly raise trunk.) Now the snow falls again

and the wind dies down. (Repeat movement described under 1.) The trees are bent again as the load of snow grows heavy. Ready—over! (Body is bent to right.) Now the wind blows it off—shake!

Repeat the movements two or three times.

6. Making a snow man. Ready—go! Stop! (Bend the trunk slightly forward as if rolling and making a big ball of snow. As the ball grows larger, we must walk more slowly.) Now make a small ball for the head; now make the arms. See who can get his done first.

7. Dancing around the snow man. Ready—go! (One row after another marches around the room until circle is formed around the outside of the room.) Ready—go! (All the pupils join hands and skip lightly about the room until the signal "Stop!" is given.)

8. A snowball fight. Down! Stoop down and get snow for ball. Up! Make the ball. Throw! Again—one! Two! Three! Quicker—down! Clap snow together! Throw! Keep it up! Stop!

9. Warming toes. Ready—go! Jump lightly on toes. Stop! Again—go! Stop!

10. Quiet after play. Breathe—in! Breathe—out! Again—one! Two!

Toys

Let different groups choose some toy to imitate, or let the class imitate various toys in turn.

1. Jack-in-the-box. Squat on heels. When teacher releases lid, each Jack jumps out of his box.

2. Drums. Beat drums and march around room.

3. Blow up toy balloons. Throw them into air.

4. Train of cars. Each row forms a train. Blow whistles, get up steam (deep breaths) and travel around room.

5. Spin tops. Bending or stooping to place them.
6. Imitate other toys suggested by children.

This may be preceded by the coming of Santa Claus, driving his reindeer, descending the chimney, and filling the stockings. When he leaves, the toys come to life and perform.

Thanksgiving Dinner

1. Get out of bed, stretch. Wash, and dress quickly.
2. Greet family. Eat breakfast.
3. Go to cellar for vegetables. Stoop for those on floor. Carry heavy pans upstairs.
4. Prepare vegetables. Crack nuts. (Children will suggest other activities.)
5. Set table. Bring chairs. Arrange flowers, etc.
6. Run errands. Get eggs, milk, etc.
7. Smell dinner cooking. (Breathing.)
8. Sit down to rest before eating.

A Trip to the Zoo

1. Instead of going on a street car or in an automobile, let us take our bicycles for our trip to see the animals. All stand in the aisle and holding handlebars in front, run lightly in place, raising knees high at each step. Schottische music is good for this exercise, or a march played or sung in very quick time may be used.

2. We chase the pop-corn man for pop-corn and peanuts. Run lightly and in time to music to pupils' own places in the aisles.

3. We inflate and burst paper bags. Face open windows and breathe deeply; repeat many times. At the last, clap hands loudly to make sound of bag's bursting.

4. We visit cages of different animals. One pupil represents the animal, who stands in front of the class and does the exercise first, after which all do the same exercise.

5. We see a prairie dog. Stand with knees slightly bent, arms raised as forepaws, and turn heads from one side to the other. Count for this exercise.

Elephants

6. We next visit the elephants and throw peanuts to them. Bend body forward, arms hanging down in front, hands together, to represent trunk. Step slowly forward, arms swinging from side to side.

7. We next visit the big brown bear that lives down in a pit. A child is chosen to come to the front

Bears

and play bear. He puts his hands on his hips, bends body forward, then, with the teacher's count, he bends or twists his body from side to side. (See illustration.)

8. We go to see the kangaroo. Stand with hands held bent up to chest like forepaws; from the squatting

Kangaroos

position take long leaps forward, landing always on balls of feet.

9. Next we take a look at the tall giraffe. Stand on tiptoes, the arms raised high overhead, palms together. Turn bodies from left to right, representing turning of the long neck.

10. Next we go to see the Shetland ponies, and take a ride on one. Stand with the left foot forward, hold reins in front, and bend alternate knees forward, or gallop around room to music.

11. We see many birds flying. All run lightly around room, one row at a time, arms at sides, imitating movements of wings. Waltz music is played quickly for robin, sparrow and other small birds, and more slowly for crow and larger birds.

12. We run down to artificial lake and play in

water. First we skip stones over surface of lake. Stoop and pick up the stone on "One," and skip across the water on "Two."

14. We all go wading. Place hands on hips and walk forward very softly, lifting feet high at each step. This can be done in aisles or in a circle around room. Waltz music is good for this rhythm, or a march may be played slowly.

15. We go rowing. All sit on top of desks and hold oars at sides. Move body back and forth in time to some familiar rowing song.

Other Mimetic Games

Cat and Mice
Cat and Mouse
Dramatic Games (All)
Flowers and the Wind
Singing Games (All)
Water Sprite

TAG GAMES

Children enjoy a tag game because it gives them so many things that they need and like—running, agility of mind and body, excitement. It is a far cry, however, from the old and simplest forms of Tag, of which the children sometimes tire, to the many involved and fascinating variations of the game. The teacher should know many of these and teach them to her pupils, so that they may play some form of the game every day. Confinement to the schoolroom need not deprive them of it, since many forms are suitable for indoor use.

The simplest Tag and many of its variations are well known. There are Wood Tag, Stone Tag, Tree Tag, House Tag, and the like, requiring the objects or places named, for goals. Besides these more familiar games there are Clover Tag, Plaintain Tag, Dock Tag, and the like, wherein the players must touch or hold one of the above-named plants to be safe. Bird Tag, in which the player runs until he can point to a bird, may be played in some places.

Other simple variations are those caused by the actions of the individual players: Squat (or Stoop) Tag, so-called because the runner stoops to avoid being tagged (there should be a limit to the number of times that the player may stoop); and Cross-Finger Tag, in which the runners cross their fingers to make themselves safe, are familiar examples.

For the most successful playing of the tag games, a few points must be taken into consideration. "It" must not concentrate on any one person, to tire him out, as is so easily possible in Hang Tag. Nor must "it" take un-

fair advantage at the start. On the other hand, the runners must be venturesome; they must not cling too closely to one goal nor crowd one if there are several goals.

"It" may be chosen in many ways, and often the choosing or "counting-out" process adds much to the zest of the game. (See Counting-Out Rhymes and Choosing Sides.)

Animal Chase

One player is chosen to be the chaser or hunter. Another child secretly gives to the other players the name of some animal, giving the same name to various children. Thus there will be several foxes, deer, rabbits, etc. If a large number are playing, they may be divided into groups, and each group be given the name of an animal. Two corners are marked off on the playground. These are called pens. The players gather in one of these pens and the hunter stands outside but near it. The hunter then calls out the name of some animal, and if there are any who have been given that name they must leave the pen and try to reach the other pen. The hunter tries to tag the animals and any tagged before reaching the other pen must help the hunter tag others as he calls other names and the animals run. The last player tagged becomes the hunter for the next game.

Black and White

This is an interesting variation of Marching Tag. Sides are chosen and named respectively Black and White. A line is drawn across the middle of the playing space. The teams stand on either side of this and each chooses a goal about seven feet distant from the center line. The teacher, or one of the children selected as leader, stands in the center and throws into the

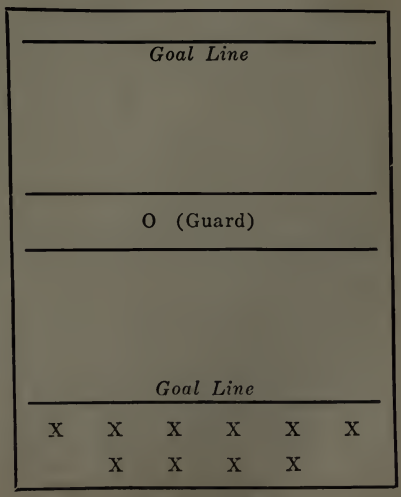
air some object which has two distinct faces or colors. When the dark side of this object falls uppermost, the Blacks may be tagged by the Whites. They therefore run for their goal pursued by the Whites, who try to tag them. When the light side of the object falls uppermost, the Whites run and are chased by the Blacks. Any player caught before reaching his goal becomes a member of the other side. The game is won when a group catches all or most of the other group.

Chinese Tag

This is the simplest form of Tag, with one variation. When a child is tagged he must keep his hand on the spot where he was tagged until he is successful in tagging some one else. This necessitates hopping on one foot often, or bending over to touch one's knee; or perhaps it will mean only keeping a hand on the head.

Chinese Wall

Mark off two lines in the center of the playground about ten feet apart. The space between these lines represents the wall. In the center of the space stands a guard. About thirty feet back of this wall on each side are the goal lines. The players are all on one side back of the goal line. The guard at any



Chinese Wall

time may call "Cross the wall!" and the players must cross it to the opposite goal. He tries to catch all the players he can, but in doing this he must not move out of the space designated as the wall.

Cross Tag

As in the common form of Tag, one child is "it" and tries to catch some other child. If he starts after A, he must continue to chase A until a third child, B, runs between A and the child who is "it." Then the one who is "it" chases B, and any other child, C, may cross between them. This is continued until some one is tagged, when the chasing is reversed, the one being tagged pursuing the one who tagged him. Many opportunities are given for good dodging and skillful crossing.

Double Tag

Each player has a partner, with whom he clasps hands. The game is then played as in ordinary Tag, one set of partners being "it."

Every Man in His Own Den

Each player chooses some definite place or object which is to be his den. This may be a small circle marked on the ground, or a tree, corner of a building, etc. If possible, these dens should be about fifteen or twenty feet apart. The object of the game is for each player to tag and thus capture as many others as possible. Whenever a player is caught, he becomes a member of his captor's den and must join him in trying to tag others for that den.

The game begins by one of the players leaving his den, whereupon the others try to tag him. An important rule to be remembered is that the last player to leave his den may tag any who have preceded him, but that they may not tag him. For example, suppose

players Number One, Two, and Three leave their dens in the order given. Number Two may tag Number One, and Number Three may tag both Numbers One and Two; but the latter may not tag Number Three. A player may return to his den at any time, however, and again run out, thus gaining precedence over all others who are out.

As the game continues and different players are tagged, a few strong groups are formed. The game ends when all are brought into one den; or, if there is a time limit, that player wins who has the greatest number of captives.

Fence Tag

This game provides fine exercise. The players start on one side of a fence; "it" on the other. "It" vaults the fence and tries to tag the players. He can tag only those who are on the side of the fence with him. They dodge by going back and forth over the fence.

Flowers and the Wind

Any even number of children may play this game. They are divided into two equal groups, each having a home marked off at the opposite ends of the playground, with a long neutral space between. One group represents the wind and the other the flowers. The flowers secretly choose the name of a particular flower, as daisy, violet, etc., which they will represent. The group representing the wind stand in a row on their home line ready to run. The flowers then walk over the neutral space toward the wind, who tries to guess what flower they represent. As soon as the right flower is named by any one of the wind group, the flowers run home, the wind chasing them. Any players caught by the wind before reaching home become his prisoners and join his group. The remaining flow-

ers repeat the play, each time taking a different name. The game continues until all are caught. The flowers may go as near the wind's goal as they dare, and they must come more than halfway across the neutral space.

Following Tag

"It" starts out after a player. That player follows an erratic course—jumping, crawling, shinning up trees, dodging around them—doing any stunt he wishes to do, and the one who is "it" must follow him, and imitate his actions. If "it" can catch the runner after having imitated everything the runner has done, the latter becomes "it." "It" may divert his attention to another player at any time, and the new runner must be ready to give him an interesting chase. This game is interesting if three people are "it," working at the same time, or taking turns.

Hang Tag

(Tree Tag)

One player is "it." The other players try to escape being tagged by hanging from, or clinging to, anything which will cause their feet to be lifted from the floor or ground. This game is especially good for wooded places, where other forms of tag are impossible. A player may secure freedom from being tagged by going part way up the trunk of a tree if branches are not available, or by hanging over a fence. The players should keep moving. The last one to reach a tree has the right to the tree, and his predecessor must move.

Last Couple Out

This game requires an odd number of players. The players stand in a double file clasping hands facing the front. One child chosen to be "it" stands about ten

feet in front of the first couple with his back to the players. When he calls "Last couple out!" the last two players separate and run, each on his own side of the file, and try to join hands in front of the one who is "it," without being tagged by him. If they succeed they are safe, but if "it" by running after them as soon as they are on a line with him catches one of them, that one becomes "it" and the other two become the first couple. Then the next last couple become the "last couple" and the game is continued in the same manner.

Lame Goose

One child is chosen for the goose. Certain territory marked off at one end of the playground belongs to him. The other children venture near him calling out,—

"Lame Goose, foot in a noose!
Can't catch anybody!"

The goose may go three steps out of his territory on both feet, but beyond that he must hop on one foot and try to catch the other players. Whoever is touched by him becomes a lame goose also and must observe the same rule of hopping on one foot after he has taken three steps out of the goose's territory.

If a goose uses both feet after he has taken the three steps, he is driven back by the other players. The last player caught wins the game and becomes the goose for the next game.

Link Tag

Two persons are "it." They join hands and run after the other players. Any player they succeed in catching becomes a link in the chain and must join hands with the first two. The game is continued in this way, all running until everyone is caught and a

long chain is formed. Should the chain break, it must be joined again before continuing the chase. Any player caught while the chain is broken does not become a link.

Marching Tag

Two lines are formed facing each other, fifty or more feet apart. Team A start the game by marching toward Team B until the teacher or a leader gives a signal. They then turn and run back to their starting line, pursued by Team B, who try to tag them. Any player caught before reaching the goal must join Team B. The marching is repeated with turns reversed.

Maze Tag

The players stand one behind the other in rows which are parallel to each other and about three feet apart. A runner and chaser are chosen. The players in each row grasp hands with those on each side. The chaser tries to tag the runner who runs up and down the aisles between the rows of players. The teacher or a chosen leader may at any time call "Right face!" or "Left face!" to aid the runner or the chaser. At this command the players drop hands, turn in the direction indicated and clasp hands with the player on either side. In this way they block the old passages and open new ones through which the runner and chaser must go. Players must not break through the lines.

Midnight

One player is chosen as "old man," and he may tag the other players only at midnight. At one corner of the playground or gymnasium is marked off an area to represent his home and at the opposite end is a space designating the other players' home. The players

leave their home and as they approach the old man they keep asking him, "What time is it?" He answers as it pleases him, "Eight o'clock," "Ten o'clock," etc. If he replies with any time but midnight they are safe. When, however, he says "Midnight!" the players must run for their home. The old man chases them trying to catch as many as possible. Any whom he catches must go back to his home and help him catch the others. The last player caught becomes the old man for the next game.

Oysters and Clams

The children stand in two single files with their backs toward each other, each line facing a goal. One line is called "oysters," the other "clams." An extra person stands at the head of the lines and calls either "Oysters!" or "Clams!" If the former, they run to the

Oysters and Clams

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goal which they are facing, and the "clams" must chase them. All caught become "clams." The two lines then return to positions, the first one in place having the privilege of choosing one player from the other line. If the "clams" are called they run to the goal which they are facing and the "oysters" must chase them. When the game is ended the line having the greater number of children wins.

There is opportunity in this game for the beginning of a team spirit—playing to help the other children of the line.

Partner Tag

In this form of Tag each child has a partner. These partners link arms and must keep together until a third child joins them on either one side or the other. There are two extra players, a runner and a chaser. The runner in order to save himself may at any time link arms with one child of any group, whereupon the child on the other side of the couple must immediately run away, since he is now the runner. He continues to be chased until he has linked arms with some couple. These couples are scattered about the playground or gymnasium and may stand still or may run to the assistance of the runner; or, if one child has been chaser for some time, they may make it harder for the runner to save himself. In this way the children may learn to judge quickly the best play to make. As in all forms of chasing games, when the runner is tagged the chasing is reversed.

Pinch-O

The children stand beside each other in one line. They join hands in back. Directly in front and facing them stands the one who is "it." The line advances while "it" at the same time walks backward. The child

at one end of the line calls "Pinch!" and pinches the hand of the child next him. The pinch is passed along the line to the last child who calls "O!" when pinched. As soon as the others hear the "O" they turn and run back to a predetermined goal, and "it" gives chase. Those who are caught by the one who is "it" help to catch the others in the next game, or the first one caught may exchange places with the one who is "it." The children must be careful not to show by their faces where the "pinch" is. For variation of the game any child may call "O!" when he is pinched.

Prisoner's Base—I

The simplest form is the best for those learning the game. The space to be used is divided into two fields, A's and B's. In a rear corner of each field is a prison belonging to the team in whose field it is. A few players guard each prison. Others venture into the opponent's field and if caught are put into prison, where they must remain until freed by another of their own team. Both prisoner and rescuer may be caught on their return from the prison to their own field. The side having the greater number of prisoners at the end of a certain length of time is the winner.

Prisoner's Base—II

In this game the main playground is neutral territory, with comparatively small goals for each team, marked off at the rear boundary. At the side of each goal is another space, for the prison. In this form of the game a captain for each team is advisable. According to turns previously agreed upon, a player from one side (say A's side) sallies forth into the neutral territory. The B captain names a man to go after the A player. If he succeeds in catching him, he takes

him into his prison. But in the meantime, the A captain has sent a man after the B player, who, if he is caught, must go into the A prison. Then the B captain sends out a man to get the second man sent out from A. So the game goes on. Always the last man to leave the goal may capture any other players but no player may capture any man who left goal later than he did. Thus alertness in dodging and chasing the proper players is absolutely necessary. At any time a captain may call in a player; thereupon the man who is covering that player must go back. Then the man who was sent out after him must go back, and so on, until all players who went into the field later than the man called in, are withdrawn. The play begins again with the players that are left in the field, or if all have been called in, new men are sent out.

If a player enters the enemy's goal, he scores a victory for his side. Another means of scoring is to make prisoners of all the opposing side. Guards should be placed at the goal to prevent entering, and at the prisoner's base to prevent the rescue of prisoners. Any player may attempt to rescue a member of his team. He is liable to be tagged while on his way to the prison but neither he nor his prisoner may be tagged on their return home. The prisoner may help in his rescue by leaning far out of the prison, but he must keep some part of his body within the prison. If there are a number of prisoners, they may form a chain reaching far out of the prison, providing the last one caught remains at the end, in the prison. Whenever a player is caught, or a prisoner is rescued, all in the field must return to their home bases; prisoners do not return. It is a very complicated game, and possesses great fascination for boys or men. Variations are possible in the manner of laying out the field, giving "dares," etc.

Shadow Tag

This game is especially liked by little children. "It" tags players by stepping on their shadows. If he succeeds in stepping on a player's shadow, he calls out the player's name and that person becomes "it."

Snatch the Stick

Players divide into two teams, each team numbered consecutively from one to ten or one to fifteen. Thus, in each team, there will be two *ones*, two *twos*, two *threes* and so on. These couples should be as evenly matched as possible.

Teams line up, each man opposite his double, on their respective goals. At a middle point between the goals a swat stick is placed. Each couple takes a turn on the running line, from which they run to capture the stick and bring it to their goal. The one who returns to his goal with the stick scores one for his side. If a player is tagged before he reaches the goal, the opposing team gains one. Goals are exchanged at end of every round. Having captains for each team to toss for first turns, and to keep score, etc. adds to the interest.

Squirrel in the Trees

The players are divided into groups of four, three children joining hands to represent the tree and the fourth one, standing inside the group, representing a squirrel. There are two extra squirrels, one a chaser and the other a runner. On signal the chaser pursues the runner. At any time the runner may run into a tree to save himself from being tagged by the chaser, whereupon the squirrel already in the tree runs out and is pursued by the chaser. This running is continued until a squirrel is caught, when the chasing is reversed. To give all the players a turn in the game,

as soon as a squirrel becomes safe he changes places with one forming the tree. To make the game lively and interesting, each child should take a short turn as runner, should dodge quickly, and enter some tree unexpectedly; and when inside the tree he should be alert to run out as soon as a runner enters.

Singing Tag

"It" chases a player who is singing the words of a given song. If caught before finishing the song, the singer is "it."

Or, in another version, players are safe when singing, but only then. They must run, between songs, but must sing to avoid being tagged.

Steps

One player selected as "it" stands facing a chosen goal with his back toward the other players. The latter are arranged in a line fifty feet—or any other reasonable distance—from the goal. "It" counts from one to ten as rapidly as possible, while the players behind him move toward the goal. On the count ten he turns quickly toward the others, and should he see a player moving, he sends him back to the starting point to begin again. The object of the game, of course, is to reach the goal without being seen moving by "it." The counting by "it" and moving forward of the other players is continued until all have reached the goal. The last one to reach the goal becomes "it" for the next game.

Third Man

This is a variation of Three Deep that is especially interesting to older children. Each child takes a partner and these couples scatter around the playground.

The players forming the various couples stand about three feet apart, facing each other. Two players act as runner and chaser. The runner may take refuge between any two players, and the one to whom he turns his back becomes third man and must run in his place. If the chaser tags the runner, they change places.

Three Deep

All the players except two stand in a double circle. These two stand outside this circle, one player being "it" and the other the runner. To avoid being caught,

Three Deep

the runner may stop in front of any group. As soon as he does so the group becomes "three deep." The outside player of this group then runs and the playing is continued as before. When a child is tagged, the chasing is reversed.

Water Sprite

This is a Chinese game and is said to have grown out of the old superstition that in the time of freshets a sprite waited in the middle of the stream and enticed people into the water. Any number of children may play. One child should be chosen as the sprite. The other children are divided into two groups as nearly equal as possible. The groups arrange themselves in two lines facing each other with a large space between the lines. This space represents the river, and may be marked off by two parallel lines five or six feet apart. The sprite takes his place in the middle of the space or river and beckons to some child in one of the groups. That child in turn beckons to some child in the opposite group. These two children then change places by running across the intervening space. The water sprite tries to tag one of them before they reach the opposite bank. If the sprite succeeds in doing this, he changes places with the one tagged. The sprite must always stand in the middle of the river when he beckons.

Whip Tag
(Beetle Goes Round)

This game is played with a knotted towel which the children call a beetle. Any number may play. One child is chosen to be "it." The other children form a large ring and stand facing the center with their hands behind their backs. The child who is "it" then runs around the outside carrying the beetle, which he drops into the hands of any one of the players in the ring. That player then quickly turns to his right-hand neighbor and hits him with the beetle. The neighbor tries to escape by running around the circle and back to his place. If he escapes with being hit but once, he takes the beetle and exchanges places with the first player.

If he receives more than one hit, the one who holds the beetle exchanges places with the first outside player. The new beetle man runs around outside and drops the beetle into any hand that he chooses, and so the game continues.

Other Tag Games

Ball Tag
Baste the Bear
Bell Man
Bird Cage
Blind Man's Buff
Charlie Over the Water
Farmer Is Coming, The
Fox and Geese—I
Fox and Geese—II
Fox Trail
Goal Run
Hare and Hound
Hill Dill
Itisket, Itasket
Last Man
Partner Tag—I
Partner Tag—II
Pursuit Relay
Seat Tag
Tag the Wall Relay

HIDE AND CHASE GAMES

Hide-and-seek and chase games seem to fall naturally into the same grouping. They require larger spaces than any of the other games; they are more strenuous than any except perhaps the more advanced team games; and they involve an unusually large element of adventure and risk. All of the hide-and-seek games have the spirit of the chase, although all of the chase games are not hiding games. There is a distinct element of the dramatic in them. This is further shown by the fact that the children play them alone and are interested in them over long periods of time. They are also athletic games, in that so much running and physical exertion are required in them. The chase games differ from the tag games in that they are more strenuous, and usually have no definite goal.

Some of these games are adapted to the use of small children, and many are liked by girls, but for the most part these are games for boys of Groups II and III. Probably no other games are played so intensely or so devotedly as are these which satisfy the needs of the eager boys of the "difficult age."

Chalk the Arrow

(Arrow Chase)

This is particularly popular among older boys. The players are divided into two groups, the runners and the hunting party. Each of the runners is provided with chalk and given a handicap of five to ten minutes. They take a devious route, and leave a chalked arrow

every ten feet, to point out the direction which they have taken. The arrow must be in sight, but even so it may be difficult to locate, being placed high, or on the farther side of a fence or near the ground. The runners aim to reach a goal agreed upon, which may be the starting place, without being overtaken by the other group.

Duck on a Rock

Each player has a "duck"—a fair-sized stone. A large rock is chosen as the duck rock and a throwing line is marked off twenty feet from this rock. One player is chosen as guard. He places his duck on the rock and stands near it. The other players stand on the firing line and throw in turn at the duck on the rock. Each thrower must try to recover his duck and return to the throwing line without being touched by the guard. If it does not seem possible to do this, he may make himself safe by standing with one foot on his duck where it fell, but he may not put it down after he has started to run.

Should the duck on the rock be displaced, the guard must replace it before chasing the players. If a player is tagged, he becomes guard and the former guard must quickly get his own duck and run to the throwing line, since the new guard as soon as he gets his duck on the rock may tag him.

The Farmer is Coming

Any number of children may play this game. One is chosen to be the farmer. He seats himself on a low box, stool or convenient stone. The others choose a leader from among themselves and stand some little distance from the farmer. The place where they stand, or their home ground, must be marked off in

some definite way by a path or line. The leader taps some of his companions on the shoulders as an invitation to go with him into the farmer's orchard for apples. They then leave their home ground and approach as near to the farmer as they dare. Suddenly the farmer claps his hands and all the players must stand still until the leader calls out, "The farmer is coming!" Then they try to reach their home ground

The Farmer Is Coming

before the farmer can tag them. Any players tagged become prisoners of the farmer and must stay in a place designated by the farmer until the game is ended. If the leader is tagged a new leader must be chosen, and next to the last prisoner taken becomes the farmer for the new game. One thing must be remembered and strictly adhered to, that is, no player must stir till the leader gives the warning.

With very little children it is well to have the teacher act as farmer. The game may be played in the schoolroom.

Follow the Leader

A player who is particularly resourceful and skillful makes the best leader. He starts out at the head of the line, and performs in various ways,—walking, running, vaulting, somersaulting, jumping, for certain

things going on one foot, or on all fours—anything which will test the mettle and skill of those behind him. Each player must follow the leader in any action. Some penalty, such as dropping out of the game, paying a forfeit, etc., may be attached for failure to do this. This game develops skill, endurance, perseverance, ability to follow, and most of all, good sportsmanship.

Fox and Geese—I

This is a winter game, best played after a newly fallen snow. A large circle is tramped in the snow. Two diameters crossing at right angles are made in the same way. The person who is "it" stands in the center and the other players scatter themselves at different points on the circle and diameters. The object of the game is for the fox, who is "it," to catch a player, the "goose," neither being allowed to step from the prescribed paths. The player stepping outside becomes the fox. The center is the resting place. Not more than two geese are allowed to rest at once, or the fox can call out:

"Three on a 'gool,'
Pick out a big fool."

Then the fox chooses one to take his place.

Fox and Geese—II

A circle is marked in the snow with straight paths like the spokes of a wheel tramped from the circumference to the center. The circle may have a single rim, or it may have a second rim about ten feet nearer the center. All of the geese stand at intervals around the rim while the fox stands in the center. Where the spokes touch the outer rim, circles are made to mark the goals. If the double rim is used, there is one less

goal than the number of geese. If the single-rimmed circle is used, any number of spokes may be made. The object of the game is for the geese to run from one goal to another without being caught by the fox, neither being allowed to step from the prescribed paths. When once started across a line a goose may not return. If the double-rimmed circle is used, the player may turn at any intersection of lines, but if the single-rimmed circle is used, he must continue straight across to the opposite side. When the fox catches a goose, they change places with each other.

Five Geese in a Flock

This is a simple game of chase for little children. The geese sit in a row. A market woman walks down the aisle repeating any counting-out rhyme. When she reaches the last syllable of the rhyme, the geese jump up and run. The market woman gives chase. The one caught must be the next market woman.

Fox-Trail

This is an old but always popular game. There are several variations of the game, but the following is one easily taught. It is best played in new-fallen snow, which packs easily. Any number of children may play. One is the hunter, the others are the foxes. A circle twenty or thirty feet in diameter is tramped in the snow, then straight paths like spokes of a wheel are tramped from the circumference to the center. The number of paths should be less than the number of foxes. At the points where the paths meet the circumference, small circular dens are tramped for the foxes. All the foxes have dens except one who is the "old fox." The center of the circle where the paths meet is the hunter's goal. At the beginning of the game

each fox is stationed in a den except the old fox, who must get a den as best he can. The foxes then run from den to den and the hunter tries to tag a fox and the old fox tries to secure a den. If a fox is tagged by the hunter they change places. A fox may run on any of the paths or the circumference in any direction, but he may not turn back when once started on a path, and he must run to an intersection before changing his course. The foxes and the hunter must keep to paths already tramped. Only one fox may occupy a den at a time, and no fox may be tagged alone in a den.

Hare and Hound

The players are divided into two teams—one, the hares; the other, the hounds. The hares are given a chance to start ahead some distance and are allowed to go anywhere within a certain territory not too far from the school. The hounds go out to hunt them by following their footprints, or certain marks decided upon, left in the snow. When the hares are discovered they run for home, while the hounds try to catch them. All caught become hounds. In the next game the teams are reversed, the hares becoming hounds and the hounds becoming hares. At the end of their play the team having the greater number of players wins.

Hill Dill

Two lines some fifty to one hundred feet apart, according to the territory available, are marked off on the playground. The one who is "it" stands in the center of the space formed by these lines and calls, "Hill Dill, come over the hill or I'll come over after you." The players who are standing back of these two lines run across to the opposite goal and try to escape being tagged. All who are tagged must stand in the center

with the one who is "it" and assist in catching the rest of the players. The game goes on until all are caught, and the first one captured is "it" for the next game. It is good preliminary work for football and like games.

Letting Out the Doves

This game is especially liked by the smaller children because so many players are active at the same time and the individual is so important.

The players stand in groups of three and the groups scatter over the playground. One child, usually the smallest of the group, represents the dove, one the hawk, and one the owner. The owner holds both the dove and the hawk by the hand. Whenever he chooses to do so, the owner, with an upward gesture of the hand, sends the dove away from him as one throws a bird into the air. The dove goes running away with arms flapping like wings. When the owner considers that the dove has sufficient start, he throws the hawk in the same manner. The hawk tries to catch the dove but he must run over exactly the same route covered by the dove. The hawk also runs with arms outstretched. When the owner sees fit, he may call his pets back by clapping his hands loudly. He gives this signal at any time when the dove seems hard pressed or weary. The dove must not return until the signal is given. The dove, if caught, may exchange places with the hawk or with the owner.

Pebble Chase

This is a splendid game for one of those trying times when most of the children want to rest, but a few uneasy ones insist on "doing something."

Let one of the ambitious ones select a pebble and

give it to the teacher or leader. The other players are seated in a row with hands extended, palms facing each other. The teacher then proceeds to pass her hands between the palms of the players. One child, of course, receives the pebble. That child must run with the pebble to the child who first selected it, and who has gone some distance from the others in the meantime. The child running is chased by the other children. If caught, he must pay a penalty. If he delivers the pebble, he may be the "goal" next time, and the teacher again drops the pebble.

In playing the game with this purpose, the teacher gives the pebble only to the most ambitious ones, and only those children who wish to do so need run. The others may watch.

Prince and Guards

The older boys like the feeling of importance and the exercise of strategy and skill which this game affords. One boy is the prince, and he has two guards. They advance from their stronghold, and the other players try to capture the prince. Anyone doing so changes places with him. The prince and the guards try to keep the other players away. Any player touched by the guards is carried off in great ceremony to the stronghold, and the prince stands unmolested until the guards return.

Relievo

Sides are chosen and a den is marked out at some central point. One side waits in the den until the other players are hidden. Then all start out to hunt, except one man who is left to guard the den. A pursuer, after catching his captive, must hold him firmly and bring him into the den. As he does so, he calls "Caught! Caught!" The object of the game is to

bring all those in hiding into the den. A member of the group in hiding may free a prisoner in the den by tagging him. In doing this, however, he must put both feet into the den. If successful, he calls out "Relievo! Relievo!" The guard tries to catch them as they leave the den but can chase them only past a certain boundary. Only one prisoner may be rescued at a time.

Run, Sheep, Run

This game, rightly played, demands teamwork and ingenuity, and so appeals to older boys. The group is divided into two teams, each under a captain. One side remains at the goal, the other goes out to hide. When the captain of the hiding team returns to the goal, the searching team goes out to look for the hiders, under the direction of its captain. Much of the interest depends upon the cleverness of the captains. The captain of the searchers sends his men in different directions, and keeps a sharp eye out for the other team. The captain of the hiders watches these maneuvers, and when he thinks his sheep have a fair chance to get to the goal, he cries, "Run, sheep, run!" Neither party can run to the goal until its captain has given this call. The captain of the hiders usually gives this call, and the captain of the searchers immediately takes it up, since the team first getting a man to the goal after the cry has been given wins. The captain of the searchers may be the first to give the cry should he or one of his men see a member of the hiding party.

Much fun arises from the use of signals shouted by the captain of the hiders to his team. If groups originate their own calls, it makes more fun and adds to the mystification of the opposing party. One suggestive set is given:

Iron—Get down!
Gold—Come!
Silver—To the left!
Brass—To the right!
Lead—Go back!

The success of this game very largely depends upon the ability of the players to follow directions, and it gives valuable training in this respect.

Smuggling the Geg

The players are divided into two teams, who name themselves appropriately as the "Gang" and the "Cops." A den is chosen in a central location, and boundaries beyond which the "Gang" may not go are agreed upon. The "Gang" has the "geg" or treasure, such as a door key, marble, or knife, which is given to one of their number who is unknown to the "Cops." As soon as the "Gang" is hidden, they give a signal to that effect. The object of the game is for the "Cops" to catch the holder of the "geg" before he can reach the den. In order to do this the "Cops" must challenge each player caught. When one of the "Gang" is caught, the "Cop" must first "crown" him,—that is, take off the prisoner's hat, place his hand on the prisoner's head and say, "Deliver the geg!" This the prisoner must do if he has it, in which case the players all return to the den, and the "Cops" win. They then become the "Gang" for the next game. If, on the other hand, he does not have the "geg," he goes free. If the holder of the "geg" can return to the den without being caught, his side wins and may go out again.

Snatch the Handkerchief

Parallel lines from twenty-five to fifty feet apart are marked off as goals. Halfway between these is placed

a swatstick. A handkerchief placed on a stake, a stone, or Indian club may be used. Players form in two equal teams which line up on their respective goals. At the signal "Go!" a member from each team (beginning at either the right or the left of the line) runs into the center. The aim is to get the stick and run back to the goal without being tagged by the opponent. If a player succeeds in doing this, he scores one for his side. If he is tagged, the opposing side scores one. A player should not try to snatch the stick as soon as he runs into the center, as he would be more liable to be tagged by his opponent; he should try instead to get it by clever maneuvers.

Instead of running in turns players may be numbered (alike in each group), and an extra player may call out the numbers, as 10, 15, etc., The players having these numbers must run.

Snow Man

This game affords an opportunity for legitimate snowball throwing. Any number of children may play. Two goals some distance apart are chosen. The two opposite boundaries of the playground may furnish these goals. One child is chosen to be the snow man. With a good supply of snowballs, he stations himself at a point halfway between the goals. All the other children are stationed at one of the goals. Then the snow man calls out, "Who's afraid of a snow man?" If the children hesitate at all about running, he calls out again, "Oh, you're afraid of the snow man! You're afraid!" At that all must run to the opposite goal and the snow man proceeds to hit as many as he can before they reach goal. Any who are hit must take a place beside the snow man and make balls. Those reaching goal safely without being hit, wait

there until again addressed by the snow man; then they run again to the opposite goal, and again the snow man snowballs them. The last child to be hit between goals becomes the snow man for the next game. No one hit on goal is counted out, but no one may stay on goal after the snow man calls the last sentence. As will readily be seen, this game requires a wide as well as a rather long running space.

Stealing Sticks

Divide the playground into two sections by a line through the center, and locate a base at the rear on each side. Place five sticks on each base and have the players line up in two teams. The object of the game is for each team to steal as many sticks as possible from the opponent's base. A player is in the enemy's territory as soon as he crosses this center line and may be touched at any time, but if he captures a stick from his opponent's base without being caught he is allowed to return with it to his own base. If caught before he gets the stick, he becomes a prisoner and must remain on his enemy's base. He may be freed at any time by one of his own team if this man succeeds in reaching him without being touched. He and his rescuer can not be touched while returning to their own base. The side wins which gains all the sticks, or which has the larger number of sticks at the end of a certain time and none of whose men are prisoners.

Sweep

In the simplest form of this game a group of children join hands, and crying "Sweep!" they sweep over the playground, surrounding and imprisoning as many victims as they can. The others try to evade them.

The game element may be strengthened by having

two teams, and letting each try to sweep up the larger number from a group scattered about the ground. This is an excellent game for a crowded playground.

Siberian Man Hunt

This game, given in *The Boy Scouts of America,* is doubtless familiar to Scouts. It is given here for the boys who do not have the benefit of a patrol.

Any number of boys can play. All have a supply of snowballs. One player starts out seeking a good hiding place. After giving him a five or ten minute start, the others follow him by his tracks. As they approach his hiding place, he may shoot at them with his snowballs. Any one of the attacking party who is hit must fall out "dead." If the fugitive is hit three times with snowballs by the attacking party, he is counted "dead."

This game is especially good for boys in a country school where it can be played to advantage in the fields and woods near the schoolhouse.

Wolf

This is a novel game, possessing possibilities for interesting variations and much skill and cleverness. One player, called the wolf, hides; the other players, representing sheep, remain in the pen, blinding their eyes, giving him a certain length of time to hide. One of the sheep is chosen as leader. When the time is up they start out, first giving warning. The sheep must follow their leader in the search for the wolf. When he is found, the leader cries "Wolf!" and all make a dash for the goal. The wolf tries to tag the sheep but he must not do this until the leader has cried "Wolf!" He may tantalize the wolf by first calling other names. Any sheep caught become wolves.

If the wolf sees the sheep before they see him, he may start for the goal if he thinks his chances for reaching it are good. One sheep may act as a decoy to give the others a chance to get to the pen safely.

Yards Off

(Sheep Pen Down)

This game is an interesting variation of the usual Hide and Seek. Two players are chosen, one to be the "stick thrower" and the other to be "it." The other players are grouped around a goal. The thrower selects a stick and throws it as far as he can. When the stick touches the ground, all the players, including the thrower, run and hide, except "it" who must walk to the stick, pick it up, and bring it back to the goal. Then he starts out to hunt for the other players. This he does in the usual way, running back to the goal to touch for anyone whom he finds. Each one he touches for becomes a prisoner and must remain on the goal. If, on the other hand, the player spied reaches the goal first, he is free and out of the game. A player who has not been spied may run to the goal at any time and throw the stick again. This frees any prisoners on the goal and they may hide again. Then the one who is "it" must again walk to the stick and bring it back to the goal before hunting anyone else. The last one caught is the next spy.

Other Hide and Chase Games

All Run
Animal Chase
Ball Chase
Baste the Bear
Bear in the Pit
Bird Cage

Black and White
Bull in the Ring
Cat and Mice
Cat and Mouse
Chinese Wall
Circle Race
Cross Tag
Drop the Handkerchief
Every Man in His Own Den
Flowers and the Wind
Gardener and Scamp
Gingerbread Man, The
Goal Run
Gypsy
Have You Seen My Sheep?
I've Lost My Squirrel
Lame Goose
Last Man
Lost Child
Maze Tag
Midnight
Nuts in May
Old Witch
Old Woman from the Wood
Oysters and Clams
Partner Tag—I
Partner Tag—II
Prisoner's Base—I
Prisoner's Base—II
Roly Poly
Seat Tag
Sleeping Beauty, The
Snatch the Stick
Squirrel in the Trees
Three Deep

Trades
Tree Tag
Turkey
Whip Tag
Widow From Barbary Land, The
Witch, Hen, and Chickens
Witch in the Jar

SCHOOLROOM GAMES

Many games are schoolroom games in the sense that they may be played indoors. These are listed at the end of this chapter. There are, however, certain games which are distinctively for the schoolroom, demanding some of its equipment, arrangement, or perhaps only its atmosphere, for successful playing. Examples are, Hands Up, Hands Down, demanding desks or tables in front of the players, Automobile Race, and Last Man, demanding seats in rows; and Cat and Mice, which is much less successful if anything but the teacher's desk is used for refuge.

Then, too, since in this collection we are considering primarily the two environments of playground and schoolroom, there are listed here a number of games which require a hard floor surface, as Spin the Platter; or which require a wall, as Tailing the Donkey, or which require a number of seats, as Going to Jerusalem or Wink 'Em. Such games, of course, may be played satisfactorily in any room. But on the whole we have thought to present in this chapter, games which are, from the teacher's point of view, exclusively schoolroom games. An advantage of the games so listed is that they are those which the children are not likely to manage by themselves, outside of the schoolroom, so that playing them always comes as a privilege and tends to make the schoolroom seem a more pleasant place.

The games, it will be noticed, involve action. Many of the quiet games are essentially schoolroom games (and all may be used as such); and all of the special purpose games are probably best used in the schoolroom.

But the second reason for listing these games in this way, is no less important than the first. It is to give the teacher a convenient grouping of games from which she may choose those which give action and change, and pure fun in the schoolroom.

A few of these games may not be possible in some rooms, because of limited space. Many, however, may be adapted to schoolroom use by slight changes. For instance, some of the circle games, as Did You Ever See a Lassie? may be played with the children standing by their seats, and the leader standing in front of the class. Or, circles may be formed in different corners, with a leader in each circle. Numbers Change, and its variations is almost as effective with the children sitting in their seats. In races, as the Traveling Bean, even-numbered rows may race, then odd-numbered rows, with the final competition between the winning rows of both groups.

Animal Target

On smooth, light boards or stiff cardboard trace drawings of different animals. These should be from sixteen to twenty inches in height. Using large figures, number each by tens from ten to one hundred. Cut these out and suspend each by a string from a board or stick placed horizontally about five feet from the floor. The children take turns throwing soft rubber balls at them and keep a score of the animals struck. The player who has the largest score at the end of the game is the winner.

It is a good plan for one pupil to keep all the scores on the blackboard, and each player add his own score at the close of the game. If preferred, the animals may be stenciled or drawn on the blackboard and numbered in the same way.

Automobile Race

This is an excellent game for the schoolroom. The members of each row choose an automobile which they will represent. At a given signal, each child in the front seat leaves his seat at the right, and runs forward around his seat and then to rear of his row, coming up the right aisle to his seat again. As soon as he is in his seat, the child just back of him leaves his seat and runs exactly the same course, and this continues until the last child in the row has run and returned to his seat. The row finishing first wins. If there is danger of crowding, let alternate rows run, then match the champions of that contest. Particular care must be taken that no child runs until his predecessor is seated.

Bell Man

(Blind Bell)

This is a fine game for a day on which the children are dull and lethargic. Let all but one be blindfolded. Give him a little bell. He goes about, letting the bell ring with every step. The children try to catch him. The one who succeeds changes places with him. If there are more than twenty children there may be two bell men.

Bird Cage

(Birds; Bird Catchers)

Two corners in the front of the room are designated as the birds' nest and birds' cage, respectively. The mother bird stays in the nest. Two bird catchers take their positions a distance from the nest. The other players are named by groups after different birds. When the teacher calls one of these groups,

as "sparrows," all of the sparrows fly to the nest. The bird catchers catch as many as they can, and place them in the cage. Any reaching the nest are safe. This appeals to the young children. It may be played out of doors, with spaces marked off, including a forest where the birds may wait.

Blind Man's Buff

The old and simple game by this name provides merely for the blindfolding of one of the players who shall go about trying to catch some of the other players, who move about tantalizing him and dodging him.

A good provision is that which allows the blind man to call "Stand!" at which the players must stand perfectly still, while the blind man takes three steps in any direction. If he is unsuccessful, they may move again. The other players must guard the blindfolded player, to prevent his injuring himself.

Blind Child is a variation of Blind Man's Buff.

The Builder

The number of seats used must be one less than the number of players. One child is chosen by lot for the Builder. He names the different materials used in building a schoolhouse, or some other building, calling out the name of a child to represent each material. These children form in a line behind the Builder, each child grasping the jacket or apron of the one in front. The line walks about the room or runs softly. When all of the materials have been used, the Builder suddenly calls "Crash!" and each child rushes for a seat. The one who fails to obtain one is the Builder in the next game. (Let the children guess why the building fell, naming the important materials not used in its construction.)

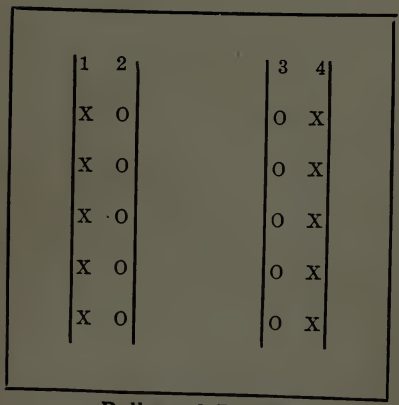
Balls and Funnels

(Wind Ball)

With gas balls or little cotton-filled, crocheted balls (of different colors preferably), some very interesting hours may be spent. The younger children will be satisfied simply to blow or toss the balls up into the air and try to catch them in paper funnels which they have made themselves.

The older children may be divided into teams and play Wind Ball.

Each team has ten men—five holding funnels and five guarding the enemy and sending up balls. They stand as shown in the accompanying diagram. There should be a referee.



Balls and Funnels

Rows one and four hold the funnels. Row two try to throw their balls into the funnels held by row four, and row three into those held by the men in row one. The opposing players throw their balls at the same time and the men in rows one and four try to catch these balls in the funnels and also attempt to intercept the balls of the opposing team. All balls so intercepted go to the other team.

It is a very exciting game and requires quick work on the part of the referee. As balls are caught, they are emptied out of the funnels into a basket and the

side having the most balls at the end of a certain time wins.

Balls made of crumpled paper do very well for this game. They should be uniform in size.

Cat and Mice

One player is the cat, and hides by the teacher's desk. The teacher beckons to a group of children who come forward and scratch like mice on the desk. The cat dashes out and tries to catch the mice. Any who are caught are put in a "pile" in the corner. The teacher chooses a new group each time, and occasionally a new cat.

Changing Seats

Children sit ready to move either way. The teacher calls, "Change right!" and each pupil moves into the seat at the right. Teacher calls, "Change left!" and they move back. The fun comes in the quickness and unexpectedness of the commands. They may be, for instance, "Change right!" for several times, then "Change left!" The row at the extreme right or left, without seats, must run across the room and secure the vacant seats there.

Crossing the Brook

The children play that their seats are their homes, the aisles the streets, and the teacher's desk is the school. They start out for school in the morning (one row at a time), walk down the street, and in the front of the room come to a brook, which is represented by lines drawn on the floor. (The banks are represented by chalk lines running from the front wall to the seats.) They must jump over this brook, and those who land safely on the opposite bank may go on to school, but those who cannot reach the bank without

getting their feet wet must go home. The jumping should be done softly and with a little spring, both when starting and when landing.

Circle Relay

Let the room be divided into two sections, with space between sections. Equal numbers in equal sections are necessary. At a given signal the first one in each section gets up and runs around his section—running in an opposite direction from his opponent. That is, in the right-hand section, players run to the right; in the left-hand section, they run to the left. Like all relays, the runner must return to his place and touch off the player who is to follow him. The side first completing its circle wins.

Dog
(Bow-Wow)

One child sits on the floor, with his eyes blinded. By his side is a ball or other object. The children sit around him in a circle, or quietly in their seats. At a signal from the teacher some child steals up to the center and tries to take the ball without being detected. If he returns safely to his seat with the ball, the children clap softly and the successful child becomes dog. If, however, the center child detects a noise while the ball is being removed, he calls "Bow-Wow!" and opens his eyes. Then another child is sent to make the attempt.

Deer Race

All stand in a line on the farther side of the yard or room, and at a signal run across and touch the opposite wall. The winner drops out and the others race again. The winners of five races run together to decide which shall be the leader of the deer herd.

Drop the Handkerchief (Indoors)

All of the children except two are seated at their desks. One of these two taps the bell, the other drops the handkerchief. The game starts when the bell rings for all eyes to close. Then the one who has the handkerchief passes silently down the aisles and drops the handkerchief on some one's desk. The bell rings; all eyes open; and the one on whose desk the handkerchief has been dropped jumps up and runs after the one who dropped the handkerchief. If the runner is caught, he takes a seat apart from the others until another is caught; if not caught, he takes his own seat. The bell rings again for all eyes to close, and the former chaser drops the handkerchief. The game then proceeds as before.

Fruit Basket

All the players except one are seated. The extra player gives to each of the others the name of some fruit. He then stands in the center of the group or in front of them and calls out the names of two kinds of fruit. The players representing these fruits must change places, and the caller tries to get one of the seats vacated. If he succeeds, the player left without a seat becomes caller. Occasionally the calling player says "Fruit basket!" at which all must change places. He usually gets a place easily then.

Going to Jerusalem

A row of chairs is placed back to back, or alternating, in the center of the room. Players stand, in readiness to march around the chairs, of which there is one less than the number of players. The teacher or leader claps her hands as a signal to march. The players march until the leader claps her hands as a

signal to stop, when all stop and try to find a seat. This is impossible, for there are not enough seats for all. The odd player must drop out of the game. One seat is removed, or disposed of in some way (in a schoolroom, it is possible to let the odd player remain in the seat) and the game goes on, one seat and one player being withdrawn each time. The last player is considered the winner.

Where music is available, it is far better to have the players march to music, starting and stopping with it. Singing or whistling by the leader is a good substitute.

When this game is played in the schoolroom, the children in alternate rows march around their own row of seats. The seat which is not to be occupied may be so designated by turning it up or by placing a book upon it.

Goal Run
(Schoolroom Tag)

One player is chosen to be "it." He marks off a circle three feet in diameter, then takes his position about ten feet away from this circle, and calls the name of some player. That child must leave his place, run through the goal (circle), and return to his seat. If he can do this without being touched he is safe. If caught, he must be "it" next time. The one who is "it" must always run through the goal before catching the runner.

Hands Up—Hands Down
(Up, Jenkins!)

The children sit in their seats, hands on top of desks, palms together. Two children are standing, one to place a coin, the other to find it. The placer walks up and down the aisles, often pretending to put the coin in some one's hand. Finally he does deposit it and sig-

nals the other child to that effect. The second child may have been blinded while the coin was being dropped, or the children may be willing to have him look. In any case, it is his task to locate the coin in a certain number of guesses, say three or five. His procedure is as follows: He calls out, "Hands Up!" All hands must be raised high—fists clenched. Then he calls, "Hands Down!" At that all hands must come down and be flat on the desk. It is the business of the one who holds the coin to move his hands in such a manner that the presence of the coin will not be detected. Fun is increased when the finger rings of some of the players make a noise to mislead the guesser, but this must not be overdone. If he does not locate the coin in his allotted guesses, the coin may be dropped again, this time by the child who held it. If the guessing child is successful, he drops the coin. The player who held the coin then becomes the guesser, and the former placer takes his seat. To divide the class into two groups and let the guesser be from one group, the hider from the other, giving points for successful work, makes this an excellent team game.

Hoop Quoits

The hoops for this game are made by covering short pieces of reed with raffia and tying the ends of the reed together. Two captains choose the players for their respective teams. Each player has a hoop, and each in turn tries to throw his hoop over a door knob. The captain of the first team plays, then the captain of the second team, followed by the second player of the first team and the second player of the second team, and so on until each has had a turn. The team which throws the greatest number of hoops over the door knob wins.

A variation of this permits the players of the teams to stand a short distance apart facing each other, each having a hoop and a short piece of reed. Each player throws his hoop to the one opposite him, who tries to catch it on his stick. The team which succeeds in catching the most hoops wins.

I Say Stoop!

This is one of the familiar "catch" games which livens up listless pupils admirably. The leader, who is before the class, stoops or stands, as he chooses, saying with each action, "I say stoop!" or "I say stand!" Occasionally, however, he stoops when he says, "I say stand!" and vice versa. The players are always to obey his command rather than his action. Anyone failing to do so is "out."

Last Man

All the players but two are seated. One of the extra players is runner; the other, chaser. The chaser stands in the rear of the room, the runner in the front of the room. The object of the game is for the chaser to tag the runner. To be safe, the latter may run to the rear and stand behind any row of seats, calling out, "Last man!" Each player in that row must then move forward one seat, leaving the last rear seat for the runner. The player in the front seat is thus left without a seat and becomes runner. If a runner is tagged, he becomes "it," and the player who was "it" becomes runner.

Memory Run

Let a child run quickly and touch any object in the room, naming it as he touches it, and then pass to his seat. Call a second one and have him touch and name the same object the first child did, then touch and name

another and be seated. A third child touches and names in order these two objects and adds another to the list, and so on, each child touching and naming in order all the objects that have been chosen, each time adding one new one to the list. Often a bright pupil will remember and name in order twenty-five objects. These may be in any part of the room. The game should be played quickly so as to allow very little time for thinking while on the way.

Pass the Clothespins

Two captains are selected who choose sides. The players stand in two lines facing each other. The captain of each side has a double handful of clothespins. On signal he puts all of them on the floor in front of the player next to him. This one in turn must pick them up and place them on the floor in front of the one next below him. Each player must have all the clothespins in his hands before he can lay them down. If he drops any, he must pick them up before placing any in front of his neighbor. The side that can first pass the clothespins down its line and back to its leader wins.

Peanut Race

On a rainy day when an outdoor recess is out of the question much enjoyment may be found in a peanut race. All the materials needed for this recreation are a quantity of peanuts in the shell or some ordinary hard beans, and as many table knives or spatulas as there are contestants in the race. From ten to twenty peanuts are counted out for each player, according to the length of time allotted to the game. These are placed on a long recitation seat at one side of the room, groups to be at least one foot apart. Each child is then given a knife or spatula, and when all are ready the

signal to begin is given. The object of the game is to carry all the peanuts from the recitation seat across the room on the knife blade, and deposit them in a convenient place at the other side of the room. If the peanut falls from the knife blade, it must not be touched by the fingers but may be picked up only by the use of the knife. The contestant who succeeds in carrying all his peanuts across the room first is the winner.

Placing the Ball

The articles required are a waste basket and a tennis ball. The game may be played by boys versus girls or each aisle scoring. Select a captain to keep the score upon the blackboard; also a child to return the ball.

Place the basket upon a chair in the front of the room. Mark a line with crayon on the floor at least five yards from the basket. Have each child stand upon this line and try to throw the ball into the basket. Allow every one three trials, with an additional trial for every ball thrown into the receptacle. Each ball successfully placed scores one. After all have played, the captain announces the winning side or aisle.

Railroad Train

Each child is named for some part of a train, as engine cab, baggage-car, mail-car, and the like. The teacher, or a child chosen as leader, tells a story bringing in the names of the various parts. As each part is mentioned, the child bearing that name runs up and takes his place. The players stand one behind the other, each placing his hands on the shoulders of the one in front of him. When all are in line, the story-teller acts as starter or conductor, and gives the signal to go. He may also call off the stations as the train goes around the room.

Correlation: This is excellent for correlation with reading or number work. Words or number combinations are placed on the board. In this case the starter calls on children to name the word or combination, and each one who does it successfully joins the train.

Seat Tag
(Hustle)

This is an interesting schoolroom form of Three Deep. One child is "it," another is the runner, who is chased about the room. The other players are seated. The runner may sit down with some other pupil, and that pupil then becomes "it," and must chase the one who was "it." If "it" tags the runner, the positions are reversed, the runner becoming "it."

Shouting Proverbs

One child is sent from the room. While he is out, the other children choose a proverb. To each child is assigned one word of the proverb. When the outside player comes in, the leader gives the signal, and all shout simultaneously, each saying the word of the proverb assigned to him. The guessing child tries to ascertain what the proverb is.

Spinning the Platter

This familiar game is excellent for livening up a party or for getting quick action from a group of people.

All the players are numbered and seated in a circle except one, who stands in the center and spins a tin pan or plate. While it is spinning he calls a number, and the one whose number is called tries to catch the plate before it stops spinning and falls to the floor. If

he is successful, he becomes the spinner and the former spinner takes his place in the circle. If he fails to catch the plate, he returns to his place and must pay a forfeit. In that case the first spinner spins the plate again, calling another number.

Square Relay

The children are divided into two teams and lined up on opposite sides of the room, one team facing the back, the other facing the front of the room. Each leader has a cap, or handkerchief, or some token in his hand. At a given signal each starts running to the left, runs around the room, returns to his place and hands the token to the player next in line. That player then takes the same course, and so on. The game is won by the side whose last runner first covers the course. Or, score may be kept, the side scoring whose individual runner finishes first. Double points may be allowed whenever a runner catches or passes a runner on the other team.

Suspense

Players gather in a circle or in any convenient formation. They may sit in their seats. A goal some fifteen to twenty feet distant is decided upon, as is also some specific action, such as clapping the hands, touching toes, or the like. The teacher, or a selected player, begins to tell a story. When the story-teller mentions the word "however" each one must run to the goal and perform the given action three times. Any player failing to perform the action must drop out of the game or pay a forfeit. The last one to return from the goal is the story-teller for the next time. Much depends on the ability of the story-teller.

Squirrel and Nut

One child is the squirrel and holds a nut in his hand. The other children sit at their seats, with heads lowered on desks or eyes shut. Each has one hand cupped on his desk. The squirrel runs quietly about the room, finally dropping the nut into one of the hands. That player jumps up and chases the squirrel back to his seat (nest). If the squirrel reaches the nest, he is safe, and he then drops the nut again. If he is caught, the other player becomes the squirrel.

Tag the Wall Relay

An equal number of players sit in each of the competing rows. At a given signal the first one in each row runs and tags the front wall. As soon as he has left his seat the remaining pupils move forward one seat. He then runs back to the last seat in his row. When he is seated, the player who now occupies the front seat runs to the wall in the same manner. The rows move forward again, the runner returns to the back seat, and the race continues. The row wins whose last runner first returns to his original seat.

Traveling Game

The Traveling Game is great fun. "Go by train to Mary Brown's house," says the teacher, calling a name from her cards. If the journey is successful, Mary Brown rises and the traveler takes her seat. Mary makes the next trip, going by boat to Johnny Long's house. Johnny goes by aeroplane to Betty Green's house, and so the game proceeds, until all have had a chance to take a trip. Vary the game, letting the children walk, run, hop, skip, fly, etc., upon their journeys.

Thus Says the Grand Mufti

One player is chosen to be the "Grand Mufti." He stands in front of the other players and goes through any movement he may wish, such as stretching his arms over his head, saluting, imitating the galloping of a horse, etc. As he makes each motion he says, "Thus says the Grand Mufti," or "So says the Grand Mufti." When he says, "*Thus* says the Grand Mufti," all must imitate, but should he say, "*So* says the Grand Mufti," all should remain still. Any one who makes a mistake is out of the game. The last one to stay in wins, and is the "Grand Mufti" for the next game.

Tailing the Donkey

This game is enjoyed by children and adults. A large cut-out drawing of a tailless donkey cut from cardboard is hung on the wall or portiere. Each player is given a tail and a pin, and, in his turn, is blindfolded, whirled about three times, and started in the direction of the donkey. Using one hand only, he attempts to pin the donkey's tail in its proper place. He must not touch the wall except to fasten the tail. Each tail is numbered, and each player remembers his number. The player wins who has pinned the tail on the donkey nearest the proper place.

Seasonable pictures may be chosen, as a pumpkin with a stem to be pinned on, etc.

Whip Tag

For this game a beetle (a small sack about eighteen inches long and five inches wide, filled with cotton) or a knotted towel is needed. The players sit in their seats with heads bowed on their desks and their right hands extended toward the aisle. One child holding a

beetle in his hand runs very lightly up and down the aisles and drops the beetle into the hand of one of the players. This player then chases the first child around the room to his seat, beating him whenever opportunity affords a chance. The first child runs to escape the buffeting, and if he succeeds in reaching his seat without being hit he may drop the beetle again. Otherwise, the one who holds the beetle runs and drops it into some other child's hand, and thus the game continues.

Who Is Your Neighbor?

Who Is Your Neighbor? is a good game for the first week of school, when teacher and pupils are getting acquainted with each other. Before playing the game, the teacher calls the roll. Each child rises as his name is called, stands in the aisle, and then takes his seat again. He tries to do this as quietly as possible. To little children this is a game in itself. When the roll has been called, the real game begins. The teacher calls a name from the pack of name cards which she holds. "Who is your right-hand neighbor?" she asks. If the child answers correctly he folds his arms, and the neighbor who has been named takes the same question. And so the question goes across the room unless some one fails, in which case the teacher calls another name from her pack. She must also change the question at times, using "left-hand," "in front," or "behind," as the occasion may require.

This game may be used to great advantage at social gatherings where people are not acquainted with each other. Each may be required to state some fact about his neighbor, as his occupation, favorite color, number or make of his automobile, etc. He must have learned these facts, of course, by previous conversation with his neighbor.

Wink 'Em

Half the players sit in chairs and are guarded by the other half, one guard standing behind each chair. There must be one extra player, who guards a vacant chair. The players may sit in a large circle, or in rows opposite each other, about ten feet apart. In a schoolroom they must sit in the seats, facing each other.

The extra guard winks at one of the players sitting in the circle. This player tries to elude his guard and take the vacant chair. If the guard touches him, he may not move. If he does get away, his guard must wink at another player in an endeavor to get some one in his chair. The guard may not keep his hands on his prisoner. Guards and sitters must be vigilant and quick, moving constantly, the one trying to keep his chair occupied, the other trying to move about.

Other Games That May be Played in the Schoolroom

All Forfeit and Stunts
All Bean Bag Games
All Quiet Games
All Special Purpose Games
All Run
Ball Hustle
Ball Passing Relay
Ball Puss
Ball Tag
Baste the Bear
Blind Child
Blindfold Swatting
Blind Man's Biff
Blind Target
Buying Chickens
Can and Swatter Boxing
Center Base

Charlie Over the Water
Circle Ball
Circle Blind Man's Buff
Circle Chariot Race
Circle Club Guard
Circle Crisscross
Circle Race
Circle Spinning
Circle Straddle
Club Bowl
Crisscross Ball
Dead Ball
Did You Ever See a Lassie?
Dog Fight
Double Swatter
Exchange Relay
Farmer in the Dell
Farmer is Coming, The
Gardener and Scamp
Gingerbread Man, The
Going to the Fair
Hand Wrestling
Have You Seen My Sheep?
Heave Ahoy
Hello, Mike!
Hide the Ball
Hopping Chief
Hopping Relay
How D'ye Do, My Partner?
In and Out
Indian Club Relay
Indian Wrestle
Jolly is the Miller
Jump the Shot
Line Ball

Looby Loo
Maze Tag
Muffin Man, The
Mulberry Bush, The
Nixie Polka
Numbers Change
Oats, Peas, Beans, and Barley
Old Witch
Old Woman from the Wood
Over and Under
Pass Ball
Pinch-o
Pursuit Relay
Ring Call Ball
Rope Swatting
Rooster Fight
Run and Throw Relay
Ruth and Jacob
Skinning the Snake
Sleeping Beauty, The
Slipper Slap
Snake in the Grass
Snatch the Handkerchief
Spoon Game
Stick and Toe Wrestle
Stick Wrestle
Teacher Ball
Toe Wrestling
Touch Ball
Traveling Bean
Turkey
When I was a Shoemaker
Widow from Barbary Land, The
Wind up the Faggot
Witch in the Jar

SPECIAL PURPOSE GAMES

The ultimate aim of games is the better and fuller development of the child. The immediate aim of the true game, however, is to give pleasure, and if any other aim is placed first, the game, as a game, vanishes. This means, then, that we cannot unduly emphasize any other object or aim in our games, however desirable that object may be. But there are games, real games, which can be adapted to the teaching of certain subjects, without any loss of the game element. These specialized games we have grouped according to the subjects with which they deal. Many refuse to call anything a game which has any suggestion of *special purpose*. It is a fact, however, that children themselves like these games—often as well as any other kind. Many of the best quiet games are a natural development of such games as these.

We have tried rigidly to exclude mere drills and devices from this collection, and it is felt that the teacher will find this section particularly valuable. One word of caution is perhaps necessary. Do not overdo, or force these games. Emphasize the game element, even to the extent, where necessary, of neglecting the "special purpose."

ARITHMETIC

Baseball Multiplication

For this game cards about four by six inches are needed. Upon these should be written the tables from the twos to the twelves, one card reading 12 x 2, another 9 x 6, and so on. The diagram for bases is the

same as that used on a real baseball diamond. The "pitcher" from one "team" shuffles the cards and reads a card. The "batter" from the opposing side, who stands on the home plate, must quickly give the correct answer. If he fails to do so, he must take his seat, and that counts as one "out" for his team.

If three batters make an out, the side is out, and the next team takes its turn. However, if the batter answers correctly three times in succession, he takes first base and another follows. If three are already on bases and a fourth makes his base, the one on third base takes his seat, making one score for the team. The teacher acts as scorekeeper and umpire. As many innings may be played as she wishes to allow time for.

Blackboard Contest

The teacher sends three pupils to the board and dictates a problem. The pupil who first gets the correct result returns to his seat; another pupil takes his place and the game is repeated. As no pupil takes his seat until he has won over two other pupils, additional drill is given to those who need it, something the ordinary "ciphering down" does not do, and at the same time nothing is taken from the "glory" of the brighter pupil whose aim is to be seated as soon as possible. When the pupils gain a little confidence in their ability, four or five may be sent to the board at once.

Blackboard Relay

Let there be an even number of children in each row. At a given signal the first child in each row runs to the blackboard and writes a figure or number. He runs back and touches off the next child in his row, who races up and places another figure. Each child does this except the last child in each row, who adds the

column or line of figures. The row first finishing, with answer correct, wins.

Variations:

1. Examples in subtraction, division or multiplication may be given in the same way, every third child working the example.

2. The teacher may place on the board, or dictate, an example or problem for each relay. In this case the row which has the greatest number of correct answers wins.

Neatness must be required in this game. A system of scoring, giving credits for accuracy, speed, and neatness, is sometimes desirable.

Buzz

The players sit in a circle or in any fairly regular formation. One of the players begins by saying "One"; the next follows with "Two"; and so on around the group. But when the number "seven" is reached, or any number containing seven, or any multiple of seven, it must not be given. Instead, the player whose turn it is, says "Buzz." Thus "Buzz" would be substituted at fourteen, twenty-seven, twenty-eight, thirty-five, thirty-seven, forty-two, and so on. Seventy-one is buzz-one, seventy-two is buzz-two, seventy-seven is buzz-buzz. Anyone who makes a mistake drops out of the game, and the one remaining longest in the circle wins.

Combination "Books"

To make the cards for this game cut cardboard into pieces of regular card size. Stamp or print on each piece one number which, when added to one or two other numbers, will equal ten. There will be thirty-seven cards in all. Later, if desired, other combinations may be used.

Deal ten cards to each player. Lay the remainder of the cards face downward on the center of the table. Take the top card of this pile and place face upward by the pile. The player at the left of the dealer draws one card from either pile. If he then holds two or three cards whose sum is ten, he has a "book," and lays it face upward on the table before him. He now discards one card from his hand onto the pile which is face upward in the center of the table. The player at the first player's left then plays in the same way. When one player has played all the cards in his hand, the game is finished. The player holding the largest number of books is winner.

"Hickory, Dickory, Dock"

On the blackboard draw a large circle. Mark this off into sections by drawing lines through it radiating from the center. In each section and in the center write a number.

One child takes a pointer and, standing before the blackboard with eyes closed, says,

"Hickory, dickory, dock,
The mouse ran up the clock,
The clock struck—"

At this the pointer is placed against the board and the number it strikes nearest is named. Then the product of this number and the table number at the center of the circle is given.

If desired, the class may choose sides and a score be kept. The side which has the largest number of correct answers wins.

Multiplication Toss Ball

On the blackboard the teacher writes the numbers through 9 in a circle. In the center of the circle she

writes the multiplier, say 6. One of the pupils throws a soft rubber ball at the circle, saying, "6 times—" and if the ball strikes 8, finishes by saying, "8 equals 48." He continues to throw the ball until he fails to hit a number. Then the next pupil takes the ball and throws. This is continued until all the class have played.

Multiplication Football

On the blackboard is a drawing representing the regular football field, which is one hundred yards long and marked off at ten yard intervals. The spaces representing ten yards are numbered 1, 2, 3, etc. To drill on the multiplication tables the teacher gives a child a pointer and tells him to carry his ball down the field for a touchdown. He points to 1 and says, "1 x 4=4; 2 x 4=8," etc. If he reaches the goal without a mistake, he makes a touchdown, which counts six.

Each pupil is given a chance with the different tables and then all figure their scores from the record of touchdowns they have made. This may also be played as a team game, the team which has the largest number of points being winner.

Number Guessing

This game may be used in addition and subtraction and may be varied for drill in multiplication and division. The method of using it in addition is given here.

A child comes forward and says, "I am thinking of a number in the 2's." (Or 3's, 4's, etc., as he chooses.)

Some player asks, "Is it 2 and 8?"

"No, it is not 10," he replies.

"Is it 2 and 5?" another asks.

"Yes, it is 7."

Then the one who guessed the number has the privilege of giving a number to be guessed.

Number Toss

The players form a circle in the front part of the room. Each child is given a number, such as 17, 16, etc. One child is chosen "it" and takes his place in the center of the ring with a large rubber ball, basket ball, or bean bag. He tosses the ball up into the air, saying, "8 and 8," "6 and 9," or any other combination, and the child whose number is the answer must catch it, at the same time saying, "8 and 8 are 16," etc. If he fails to do so, he must be "it" and the former "it" takes his place.

Progressive Drill

The children sit in their seats. The teacher asks some child to rise and name a number combination, as 5 and 1. The first child behind him stands, gives the answer, and names another number to be added to it; as 6 plus 2. The child who sits behind him says "8," and gives another number to be added to 8. Thus the game is continued.

In a first or second grade class subtraction should be used with addition, in order to keep the amounts small. The child should always precede the number he gives by the name of the process to be used by the next pupil; as 6 *minus* 2, 6 *plus* 5. If a pupil fails, he sits down; if he gives the correct answer, he remains standing until he has given the next example.

Shell Guess

This game is best played with very small sea shells, but beans, buttons, pegs, or any small object may be used. Each child is given ten shells. If more than ten children are to play the game, it is better to have them play at their seats. If the teacher plays, the game should begin with her. She counts into her left hand

any number of shells, keeping the remainder carefully hidden in her right hand. Extending her left hand, closed, to the child at her left, she says, "How many shells have I in this hand?" The child guesses the number, and if he guesses correctly, the teacher must give him all the shells she holds in her left hand. If he guesses either more or less than the number she holds, he must give her the difference from the shells in his own hand. The teacher simply opens her hand and shows how many shells she has; the child must do the necessary addition or subtraction.

When his transaction with the teacher is over, it is his turn to play the game with his left-hand neighbor. And so the game goes on, until the allotted time is up, or until more than half of the players have lost all their shells. In either case, the one who holds the greatest number of shells wins the game.

A few simple rules make the game more exciting. For instance, if a child makes a mistake in addition or subtraction he forfeits one shell (returns it to the box). If he guesses the number correctly three times in succession, each one of the players must give him one shell. If there is time to play more than one game, the one who wins the first game begins the second. At the close of the first game all change seats, the winner having first choice.

Spinning the Pan

This game is played like Spin the Platter. One pupil in the class spins the pan, at the same time giving some group of number combinations, such as "Two and what number make eight?" indicating another pupil to give the answer. The child called upon must give the correct answer and catch the pan before it stops spinning.

Train Game

Place from ten to fifteen simple examples on the board. Above the first problem have a square drawn to represent the station or depot of the place from which the players are to start; for example, St. Louis. As soon as a child begins adding he is on the moving train, which will not stop until it gets to the next station, unless there is an "accident." If a pupil misses one of the problems, then there is an accident, and he has to be put off the train. The other pupils are called the "working crew," who help to mend things by working the problem correctly and allowing the train to move on with its passenger. If one pupil causes two accidents before the train gets to the next station, he is not allowed to ride alone, but must have one of the "crew" go with him to help him.

Other Arithmetic Games

Cross Questions.
Railroad Train.

Drawing

Artists' Relay

Let two pupils go to the blackboard and, holding something up to prevent the school from seeing, draw the head of some animal, as a goose, hen, horse, pig, or a cat, extending the neck below the cover. Then call up two other children to draw the bodies, without seeing the heads above. Some very queer creatures are produced that call forth shouts of laughter.

At first thought it may seem that it is a bit far-fetched to call this correlation with drawing. But it is a fact that it will make the children more observing, more keen to pick up ideas of manipulating the

crayon, more interested in the work with crayon or pencil—and whatever does these things helps to get better results from any class.

Sculptor

In another version of Statues (see page 28) the judge is also the "sculptor" and he arranges the children to represent various pictures and statues. Then, while he counts ten, the children dance around in a circle, and when he stops, they dispose themselves in the positions which he gave them. The best one is rewarded by being sculptor next time. This is good for correlation with picture study.

Geography

Circus

Prepare cut-out or stenciled pictures of various animals a few days before the circus. Give to each child an animal. At the time of the circus each child is expected to appear with his animal, and to give as complete a description as possible of the appearance, habits, haunts, use (or harm), and any special characteristics of the animal. Then the child gives a "performance" with his animal; he may do it in pantomine, or he may enlist other children to act the parts. He will, of course, choose characteristic performances, as trick dogs, jumping through hoops; putting his head in the mouth of the lion; and the like.

Follow

In one form or another this game is very popular. The idea is that each player follow the suggestion of the player preceding him.

In one variation, the first player spells a word. The

second player must spell a word which begins with the last letter of the word spelled by the first player.

In a second variation, the first player gives a quotation; the next player follows with a quotation that is based on either the last word or an important word in the preceding quotation.

Another variation is to follow with poetry. Lines of poetry are used instead of quotations.

In another form facts are used. The first player gives a fact; the next gives a fact containing the last word of the preceding statement, or beginning with an important word of it.

In each of these games, each player is allowed three "passes," when he cannot readily supply the required word or sentence. When three passes are used, he must drop out of the game. There is opportunity for sides and scoring.

The game is valuable in that it gives skill in finding and making use of allusions.

Geography "Fruit Basket"

Each pupil takes the name of a state. The leader calls a name three times; as "Iowa, Iowa, Iowa." If the pupil called fails to respond with some fact about his state before the leader has finished speaking, he must take the leader's place. Occasionally the leader gives some fact about the whole United States and everyone changes places, the leader securing a place in the general scramble. This game is an excellent attention drill, aside from its educational value, and may be used for noted people in history, also.

Jig-Saw Maps

Have maps pasted on stiff manila paper or on light cardboard, and cut up into small irregular pieces.

Children of all grades find pleasure in reconstructing the maps. For young children the pieces should be larger than for the older ones.

Merchant

One player pretends he is a merchant. He imitates as well as he can the distinctive racial or commercial characteristics of the type of merchant that he professes to be, and makes his "selling" as real as possible without mentioning the name of the object he is selling. He may tell how it tastes; if a garment, how it will look upon the purchaser, the benefits it will bring, and the like. The other players guess whom the man represents and what his wares are. Then another player acts as merchant.

My Ship's Arrived

"My ship's arrived." "Where is it from?" "Guess." "What is it loaded with?" "Rubber." "Para? Singapore?" etc.

The leader decides on his port and names his commodity. The class guesses his port. The one who guesses correctly becomes leader. If a person guesses correctly the second time before all his classmates have led, he may select some one to take his place.

Proper Places

The procedure in this game is the same as in "Bird, Beast or Fish," except that in this the cry is changed to conform to the subject chosen. In geography it may be—"Mountain, river, city!" the one hit being obliged to name one of these before the thrower counts ten. In history, the call may be, "Person, time, place!"; in language, "Noun, adverb, adjective"; and

in nature study, flowers—"Annual, perennial, biennial"; and many others.

In geography and history, specialization makes the game more valuable, as for instance, in geography, limiting names to mountains, rivers, cities of one country; and in history, to person, time, place, of one period.

What Is My Country?

One pupil who is leader chooses another who is to leave the room. The leader writes on the board the name of some country, or asks another child to do so, and promptly erases it. The absentee is called in. The pupils pretend that the country chosen is theirs and volunteer interesting facts about it until the child who was absent determines what country was chosen. The leader has charge of the recitation. The pupil who was outside now becomes leader and the game continues.

Names of states in the Union may be used instead of names of foreign countries.

Other Geography Games

The Builder
Cross Questions
Classifications
Fire, Water, Air, Land
Initials
Jig-Saw Games
Lists
Two-Minute Conversations

History

Events and Dates

This game is played with cards made by the teacher. On a card write some important event and on another

the corresponding date. It is well to have two colors of cards, that they may be easily separated.

Any number can play, the cards being dealt out equally among the players. The one next the dealer on the left leads some card, say a date, and the one having the corresponding event can take the card. If a player lays a wrong card he loses it, and the one having the card corresponding to it may take it up. In case no one matches the first card played, the one who played it may call for the corresponding event, if he knows it, and take the trick. If he does not know it, both his card and the one corresponding to it are thrown into the discard.

The player who takes a "trick" is the one to lead next, and so on, until the cards are played out. The one having the most tricks at the end of the game is the winner. Different sets of cards should be prepared for different periods of history.

Historical Stage Coach

This game is played somewhat like the old game of Stage Coach. The pupils are given names of historical places and characters. The teacher or one of the pupils tells the story without giving the names, and each pupil announces his name as it fits into the story; as, "I went traveling and met the man who discovered America,"—the pupil who is named Columbus rises, says, "Christopher Columbus," whirls around and sits. "I went to the town where he was born," and the child named Genoa follows the example of Columbus, and so on.

Quiz

Captains are chosen and teams line up facing each other. An extra person calls out the name of some historical or prominent character. The captain of one

team (turns are previously decided) immediately asks a question of the other team, regarding the person named. If it is answered satisfactorily, the answering team scores, and its captain asks the next question. Five questions are asked about each character. If the team cannot answer a question, the first side scores. The captain must be able to answer his own question in every case. If he cannot, it is considered a foul. This game will develop the practice of formulating questions about people studied, and this is a most desirable habit.

Who Is It?

This game may use heroes of ancient, medieval or modern times. The leader thinks of a noted man. Members of the class ask questions, answered by yes or no, until some one determines who the man is. The pupil who guesses becomes leader. Good questions to begin with are: (a) Is he still living? (b) Was he a king? A soldier? A statesman? etc. (c) Did he live in ancient times? Middle Ages? Modern times? etc.

Why I Came to America

The class pretend to be a number of men spending the night at a tavern. Let each tell how he happened to come to America. The Cavalier, the Puritan, the fur trader, the bond-servant, the kidnapped man, and other types of early colonists may be represented. The class may question the narrator.

Other History Games

Celebrated Partners
Classifications
Cross Questions
Famous Men

Initials
Jig-Saw Games
Lists
Masquerade
Proper Places
Two Minute Conversations

Language

Adverbs and Adjectives

Adverbs or adjectives may be selected by the class, with the guessing player out of the room. When he returns, he guesses the word by the use of questions, as in How Do You Like It or Kingdom Game, or similar games.

Composition Relay

This game is well known. Besides furnishing an exercise in grammatical construction, capitals, and punctuation, it is a good drill in spelling and penmanship.

Each row of players forms a team. The last player in each row at a given signal runs forward, writes the first word of a sentence on the blackboard, runs to his seat, and hands the chalk to the next player, who writes the next word. The last player writes a word to complete the sentence and adds the necessary punctuation. The points are usually scored as follows: Speed 25 points, grammatical construction 25, spelling 25, and writing 25. If played during the grammar drill period the score should be: Speed 50, analysis 50. No badly written sentences should be considered.

Consonant Guess

For this game cards made of oak tag nine by twelve inches are required, each ruled into six spaces. Each tag gives drill on one consonant, words beginning with

the letter being placed in the spaces. The game cannot be played until a number of words are known. Then tags are added as new consonants are mastered. The first child chooses a word from one of the tags he holds and tells the consonant with which it begins. The others guess, and the correct guesser is given a credit mark. At first it is best to have the word columns on the blackboard, as well as on the cards.

Continued Stories

The players are numbered consecutively. The first player begins a story, making it as elaborate, or funny, or weird as he likes. When he stops, the second takes it up. He is followed by the third, and so on. The last one must finish the story, no matter where it is when he takes it up.

Younger children enjoy this very much. Subjects may well be chosen for them.

Description

A player comes to the front of the room and having decided to represent a certain animal or bird, describes it in a few sentences which do not definitely reveal its identity. The other players ask questions, beginning with "Have you" or "Are you," which he must answer in complete statements, as "No, I haven't long ears," "No, I am not a fox," etc., until a player guesses the right name.

Grammar Baseball

The class is divided into teams and a captain is elected for each team. If the class is large, it is better to divide it into major and minor leagues. When preparing for these games, use short tests and other devices to see that teams of approximately equal ability

are matched against each other. Sometimes select the set of sentences to be used and at other times merely suggest the type to be drilled on.

The captain of, let us say, the "Giants," writes a sentence on the blackboard. The "Yankee" leader designates his first player "to step to the plate" to analyze the sentence. If the player up to bat succeeds in giving a complete analysis, in the accepted form, he makes a home run.

If one of his statements is wrong, any player on the opposing team may stand and make the correction, thus putting one man out. An inning, of course, lasts until three men are out on each team. The number of innings may be decided by the length of the drill period or by various other factors as the game may be continued from day to day.

Hold the Fort

This militaristic game is liked by the crafty sharpshooters as well as by the valiant defense. It is a very useful drill in parsing.

A section of blackboard, on which the teacher writes the sentence, represents the fortress. A player volunteers to act as the defense, or a group of players act as a garrison. The other members of the class, in turn or when called on, bombard the fort with questions about the sentence, as "What kind of sentence is it?" "What is the predicate verb?" "How is *him* used?" The defense holds the fort as long as he can answer the questions correctly and surrenders to the first player that asks him a question he fails to answer, provided, of course, that it is a legitimate question and that the questioner can answer it himself.

If the defense consists of more than one pupil, a

squad of any given number may advance and fire their questions in relay.

I'll Match You

This game is adapted to seventh or eighth grades. Let us suppose that the drill is to be on compound sentences. Divide the class into two equal sections. The first player makes a statement which may stand as an independent clause. His opponent matches it with another independent clause connected in thought with the first. Example:

(1) The day was stormy
(2) but I came to school, anyway.

If the opponent had offered a subordinate clause, as "When John started for school," or if he had been unwary enough to give only a phrase, as "on Washington's birthday," the first player would not have accepted it and would have had to explain his opponent's error. He would then have repeated his clause to the next opponent in line until he was correctly matched.

When studying complex sentences, the first contest might be to match the independent clause with a subordinate clause used adverbially. After one or more "rounds" or, rather, when virtually all of the class understand this phase of the work, make the subordinate clause modify adjectively. Prepositional phrases may also be drilled on in the same way.

The score can be counted as the number of points made in one round or in a given length of time.

Imaginary Walks

Primary pupils enjoy this game. Play that a walk in the woods is being taken. One child at a time "runs from the path to see somebody" (runs into the anteroom). He returns immediately and is asked, "Whom

did you see?" He replies, according to fancy, as "I saw Middle-sized Bear drinking in the hollow. He was on his way home and I wondered what Goldilocks would think of him."

If a bit of assistance to the childish mind is needed, a list of "characters" to choose from may be written. Children should be acquainted with and be able to make some little make-believe tale about "Br'er Rabbit," "Turkey-Lurkey," "Hiawatha's Chickens," etc.

Live Checkers

One child is selected to start the game. He decides which seat he would like best to occupy during the ensuing lesson, passes to it, and knocks on the desk. "Who is there?" asks the occupant.

"It is I, J——S——. May I live in your house today?" replies the other.

"Yes, you may and I will find another place," responds the first, who then proceeds to the seat of his choice. (Original conversation may be encouraged.) The game continues in like manner until all have changed seats. The memories of the last children are often greatly taxed, since no child may be asked to change a second time.

This simple little game may be used for the accomplishing of several purposes: to give the pleasure of moving about, and recreation; to give drill in grammar (use of "It is I"); and to give practice in greeting others.

Every child looks with covetous, or at least curious, eyes upon the seats of his classmates at times, and this game will please nearly every grade. Even the pupils of one room and many grades who may not "fit" will like the idea. Let the new seats be retained for at least one class or recitation.

Living Titles—Living Slogans

This game is Charades modified to apply to certain knowledge. In Living Titles, the children act out the titles of books, and if they may arrange on special occasions to dress to fit the parts, the game has added value. *Little Lord Fauntleroy, The Spy, Uncle Tom's Cabin*—so many books lend themselves to this game.

In Living Slogans, the children act out certain famous slogans, or statements, as "Give me liberty, or give me death!" "Don't fire until you see the whites of their eyes!" Or, more recent ones are, "Swat the Fly," "Safety First."

Pronoun Game

"It Is He" (*She*)

A leader is chosen to stand in front of the room and answer questions. The one chosen to be "it" closes his eyes and lays his head on his desk. Some one tiptoes up to him and touches his shoulder. He then guesses, "Was it Mary?" The leader responds, "It was not she," and so on till the one who is "it" guesses the right one, when another becomes "it."

Quotations

This is like Authors, except that familiar quotations are given on the cards instead of the titles of books. Each child draws a certain number of cards from the pack in the center. Then each, in turn, reads any one of his quotations, and calls on some player for the name of the author. If the player called on answers correctly, he draws a card from the pile in the center. If he fails, he gives a card to the one asking the question. Fairness must be shown in "calling"—the same player must not be called upon too often. Partners

may answer for each other. The winning side is that which holds the most cards at the end of the game. In the regular game, thirty cards are used,—five to each of five players and five in the center pile.

Thanksgiving Feast

Each child thinks of some article of food which he will represent and describe. One may be cranberry sauce, one the turkey, or chicken, another mashed potatoes, another sweet potatoes, and so on.

Then each pupil in turn stands and describes himself. Thus the johnnycake may say: "I am a piece of johnnycake. I was made from corn. The corn grew in the field. When it was ripe, the big ears were picked and the corn was taken to the mill. Here it was ground into meal. The meal was then taken by the cook and mixed with water and baking powder and salt. Last it was put into the oven and baked into johnnycake for the feast."

When the child has finished, any child who can add a good statement to his description stands. The first child gives him permission to speak. If the statement is a really good addition, the children listening clap their hands and the second speaker chases the first one to his seat. The second speaker then may either choose another child to give a description or he may give his own. There should be a time limit to each description.

If the added sentence is not worth while, the children remain silent, and the first speaker chases the other around the room. In that case the first child chooses his successor.

In this form of the game the children are given an incentive to make their descriptions good and to give

attention to the speakers. Also, the running breaks the strain and adds interest.

The game is adaptable to other subjects and seasons. In older grades the added remarks will often be very clever.

Verb Games

"Have Seen"

A card having the picture of a horse on it is used. One child blinds while one of the others conceals the card under his hands, or on the desk or lap, all the others placing hands in the same position. The teacher calls "Ready!" The child who was blindfolded faces class saying, "Some one left the barn door open and my horse ran away. Have you seen it, Ruby?" The answer is, "No, I have not seen it," or, "Yes, I have seen it," as the case may be. If his first question is not successful he blinds again, continuing to do so until he learns who has the picture. Then the child in whose possession it is found, blinds. This game may be varied by using a picture of a pet rabbit, kitten, or dog, changing the statement accordingly.

The picture cards are merely three-inch squares of any heavy paper on which pictures of common objects are pasted. These may be cut from catalogues or advertisements of various kinds.

"I Saw"

This game appeals to young children and is excellent for them in that it makes them more observing, more sympathetic, and arouses their interest in the mimetic games of the physical training classes. One child is selected by the teacher to go to the front of the room. The teacher says, "What did you see?" The child answers as his fancy pleases, naming some action

which he and others can demonstrate. When he has named it, either he or the teacher name several other children to join him in "showing the picture" and the group goes through the action, either in front of the class or around the room.

Some suggested actions are:

1. A baby running.
2. A hand-organ man playing.
3. A farmer milking.

The child always answers with a complete sentence, as "I saw a bird flying." The teacher may also ask, "What have you seen?" requiring the child to use "I have seen," in his answer.

"You Were"

1. One child pretends he is some animal, perhaps a rabbit. He performs some act peculiar to that animal; for example, hopping. The other members of the class then try to guess what he represented, thus: "You were a frog." Answer: "No, I was not a frog," until some one guesses correctly, when he becomes the performer.

2. A child steps out of the room, while another child writes on the board.

The child outside comes in, and begins questioning the children by saying: "Were you at the board, Verna?" (If not she replies, "No, I was not at the board, Clayton.")

The questioning continues until the child who did the writing is called upon. She then replies, "Yes, I was at the board, Clayton," and becomes the next leader.

"Wishing Game"

In the lower grades this may be played as an animal game. Each player begins his sentence with "I wish

I were." Example: "I wish I *were* a bear. If I *were* a bear I'd sleep all winter."

A game of this type soon becomes tiresome and loses its value if repeated often. It can, however, be varied in upper grades if the topic for the sentences relates, for instance, to famous people of to-day.

"What Is It You Have?"

Have a list of the new words in reading on the board directly in front of the class. Also have the same words on perception cards. Appoint a child to be "it" and give this child one of the cards to hold. The first member of the class asks, "Is it—you have?" If the player fails to ask the right word, the game proceeds until some one guesses the correct word. The child who is "it" then hands the card to the one guessing it correctly. The teacher places another card in the child's hand and the game continues until all the cards have been guessed. The pupil holding the most cards at the close of the period is proclaimed the winner.

"What I Did"

Permit each child in the room, in turn, to perform any act, or to imagine one, after which he is to tell his audience what he did, as:

I sang a song.
I flew the kite.
I rang the bell, etc.

This game is excellent for impressing irregular forms.

Other Language Games

Alphabet Answers
Authors
Classifications
Crambo

Cross Questions
Hidden Proverbs
Hidden Words
I Have a Little Dog
Logomachy
Lost Identity
Mosaics
Mysterious Couplets
Riddles
Shouting Proverbs
Two Minute Conversations

Music

Musical Contest

The teacher or a pupil plays snatches of musical numbers which are familiar to the pupils. They list each one, writing the names of as many as they can. The pupil having the longest list wins. If no instrument is available, the tunes may be hummed softly, or whistled. Little children may take turns in naming the tunes as they are rendered. The selections should of course be appropriate to the grade.

Musical Race

The teacher announces a song which is familiar to all. At a signal everybody starts to sing. The object is to see who can get through singing the song first. That one is pronounced winner.

It may seem a stretch of the imagination to call this correlation with music, but it is entitled to that designation, since it promotes interest in, and gives fun with, singing. It should be done only occasionally, of course, and never with younger children.

Organ Builder

One child is chosen as organ builder. He arranges the others in a row, the children holding their folded hands in front of them. "Ah! what good organ pipes these are!" says the builder. Then he touches each child's hands very lightly with a thin stick. The player so touched must give out a long "ah-h-h" or "o-o-o" sound to represent the tone of that pipe. If the builder wishes, he can ask for a second tone, but no more.

When he has heard the tone of each pipe, he is taken to the other end of the room and blindfolded. While he is gone all the organ pipes change places. Then he comes back and says:

> "Alas, how will my organ be,
> Now I am blind and cannot see?"

Then he softly touches with his wand the hands of one of his "pipes." As he is blind, he may have to try a second time before he touches anyone's hands. The one touched must give exactly the same tone as he did before. The organ builder has the right to ask for it to be given three times.

"Ah," he says, "this pipe is——" (the name of the player he thinks it is). If he does not guess right, all the "pipes" dance round him and sing:

> "What a builder we have here!
> What a wretched, wretched ear,
> Though all the pipes sound out so clear."

All the children again change places, and the builder tries another pipe. If his guess is correct, all sing:

> "Though the master have no sight,
> He can tell his pipes aright."

The "pipe" so guessed changes places with the organ builder, is blindfolded, and takes his turn at the "sounding."

Trick Horses

The children line up as for marching, and they may start out marching, but as the music changes they run, gallop, tiptoe, glide, hop, fly, or do any other steps that the music may suggest. It is a very good game, in that while it provides pleasurable exercise, it trains children in the interpretation of musical sounds.

Other Music Games

Initials
Cross Questions

Nature

Leaf Naming

Sides are chosen. The captain of each side brings in a basket of leaves. (These may have previously been gathered by the children.) The same kinds of leaves must be represented in each basket and there must not be more than three of each kind. Each captain stands in front of his opponents' group and holds up the leaves, one by one. He awards the leaf to the player naming it correctly. The side holding the greatest number of leaves at the end of a given time, wins. Common names are accepted. The captain must possess considerable knowledge of leaves, and it should be an honor to be a captain. The teacher is always near to decide a question, however. Twigs may be used instead of leaves.

Matching Flowers

This is a delightful game, but judgment in choosing a location for the playing of it is necessary. Fields or meadows, where vegetation is rank, are usually the proper places. But if care or consideration in the

gathering can be taught, an expedition through the woods may be made most profitable.

Each child picks a quantity of blossoms, grasses and leaves. Variety, rather than quantity, is sought. After a given period has passed, the children assemble. Each, in turn, lays down one of his specimens. The others try to match it, laying their matching specimens beside it. Scoring is done in inverse proportion to the "matches" brought forth, but the unit of scoring is one.

Example—Suppose twelve children play. The first child lays down a buttercup. Each of the others has a buttercup, and lays it down. The child offering the specimen gets twelve points. The second child lays down a daisy, ten children lay down daisies. That child gets thirteen points. Two points are allowed him for the one having no specimen. Another player has a wild rose. This, not so easily found, is matched by three children. The child offering it gets twenty points—one for each flower laid down and two points each for the players who had none. This is based on the idea that the one who gathers the rarer specimens deserves most credit. It has the effect of making each child work for the common specimens, to keep down the scores of the other players, and at the same time, to try to find the rarer ones, to raise his own score. In addition, each child gets one credit for every match he makes. The intricate scoring adds to, rather than detracts from, the interest.

Trees

Try this game on a woodland picnic. Let the teacher or some one else who knows the trees, number about twenty trees in a certain territory, including as many varieties as possible. Then provide the children with

papers and let them go about naming the trees and writing the names opposite the corresponding numbers. In this an appropriate prize or remembrance may be awarded the winner, or the one having correctly named the most trees.

Other Nature Games

Bird, Beast, or Fish
Birds Fly
Cross Questions
Fire, Water, Air, Land
Flower Pit
Initials
Lists
Two-Minute Conversations

Reading

Engineer

Write words on separate cards. Tell the pupils they may play train. Give every child, except one, a card. Have corresponding cards along the wall or the words written on the board some distance apart. Let the children line up behind the child who has no card, as he is the engineer. The children march around the room. Each child is to watch his word, for that is his station. As the train passes the words, the engineer calls the stations, and each child is to leave at his station. If a child does not leave at his station he is to pay a forfeit; that is, he must be seated and cannot be engineer. If the engineer makes a mistake the train is stopped and a new engineer is taken on, the old one going to the end of the train.

Fishing

Children learn new words readily in a fishing game. The materials are a fish-pole made of a stick, with a cord for a line, and a bent pin for a hook. Write the words desired for drill on cards, one by one and one-half inches. On the back of each card, in the left-hand corner, paste a piece of cotton. Place the cards in a hat or box. The cards represent fish and the hat the pond. The cotton on the cards is easily hooked if it has been left fluffy. Hands must not be used in catching the fish or in placing them on the hook. In rural schools where two or three compose the primer class, each one may be given a hook and line and allowed to fish until all the cards are gone. Then each one must name the words on the cards he has caught. If he misses a word, he must place the card back in the pond (the fish got away from him). The one who retains the largest number of cards, wins.

Going for a Journey

Write the new sight words on the blackboard. Pretend that these words are different cities. Appoint a child to be conductor. The conductor stands in front of the class, gives the pointer to a member of the class whom he chooses, and invites all to take a journey. As the conductor calls, "All aboard for —!" the child holding the pointer places it upon the word named. At the next station the conductor may vary the exercise by calling, "Change cars for—!" Every time the conductor calls a city, the child with the pointer places it upon the new word. Let the game continue until all the cities have been named—the end of the journey. Any one who fails to point to the word called is supposed to get off the train and is not permitted to board the train again until all the other members of the class

have taken their trip. After this the ones who missed are allowed another trial.

Guessing Phonograms

Draw a large circle on the floor with chalk. Write phonograms around the circumference outside the circle. Blindfold a child inside the circle and let him turn around once or twice, then point to a phonogram. The children who can do so give sentences containing the phonogram and the blindfolded child guesses. The one who gives the sentence from which the blindfolded child has guessed the phonogram takes his place.

Light My Candle

Each child is provided with a card on which is written a word. The difficult, uninteresting words which need so much drill are almost inviting in this game. The children are allowed to stand around the room and one starts out alone to make request, "Light my candle." If the child he goes to can give the word on the card, the two exchange places. If the response is that of the game, "Go to the next-door neighbor," the child passes on. If a child does not himself know the word he is holding, it will be necessary to give him another, of course, and some little forfeit must be paid at the end of the game.

Lost and Found

The word cards are placed on a small table in the center of the circle of children. One child goes to the table and takes the first word on the pile. Then he goes to a classmate and says, "I found something and am hunting the owner." The second child replies, using the word on the card, "I lost 'run.'" "You may have

it," the first child replies, if the word has been read correctly. Then the second child goes to the table and selects another word which he takes to some one else in the ring. In this manner the game progresses until each pupil has had an opportunity to find and return a lost word.

Postman

Pretend that the perception cards are letters. Select a child for mail carrier, who delivers the mail to the class. Children who receive mail are then asked (by the postman) to come in front of the class and read their letters. Should a child fail to read his letter correctly, the postman calls upon another child to read the letter for him.

On special days, such as Valentine Day, pretend that the cards are valentines; on Easter, Easter postcards. Also pretend that they are birthday cards, letters from France, etc.

Reading Baseball

Divide the class into two equal teams. The pupils are to imagine themselves taking part in a baseball game, and each division takes a name. Either the names of towns or the names of well-known teams may be chosen. For example, "Red Sox" may be the name of one team, and "New York Giants" the name of another.

A list of words is written in a circle drawn on the blackboard, and as a "man" comes up to "bat," he says, with eyes closed,

"Tick-tack-toe,
Here I go;
If I don't miss,
I'll take this."

The pointer is the bat and the words are pointed to as the above verse is said. The word pointed to is

pronounced, and if it is correct the player's side scores one point. If there is an odd number of players one is chosen to be the score keeper. If not, each player marks his own point. The names of the teams are written on the board where all can see. The side having the greatest number of points wins.

Touching Words

The teacher writes the drill words with ink on large cards. The children form a ring, and each child is provided with a card. One child is selected to be "it." He stands in the center of the circle. All the children in the ring hold their cards with words toward them, so that the one in the center cannot see them. The one in the center begins with any child he chooses and, touching each child, says, "My mother told me to take this one." The player he touches must turn his card out when he says "one." If the child in the center can name the word, the one who holds the card goes in the ring with him. If not, he must come out and let the one in the ring take his place. If two are in the ring the one first "it" still counts out, but when he fails to know a word, the next one inside the circle who can tell the word takes his place.

Word Contest

Divide the class into two groups,—two rows of desks may be selected. All the children in these rows are provided with as many cards bearing words as there are children in the row. These cards must be turned face downward. The teacher gives the signal, and the first card on the desks is turned face upward. The first child in the first row rises, reads his card, and passes down the aisle reading all the cards. When he has finished, he takes his seat. If he fails to read a

card, the first child in the second row is given the chance, and should he fail, each succeeding child in the second row may try. If the word is read by a child in the second row, that row scores one. When the first child in the first row goes down the line and takes his seat, all the children in the row place their first card under the pile and turn up the second card. Then the second child reads all the cards in the same way. When the first row has finished, the second row has the same chance. At the close of the game the row that has scored the greatest number of times wins the game.

Other Reading Games

Hidden Words
Logomachy
Railroad Train
Word Building

Spelling

Baseball Spelling

A contest conducted on the order of a game of baseball is a most successful device for reviewing spelling. The school chooses sides as for ordinary spelling contests. Let the best speller on each side act as "catcher," who "catches" all the words misspelled by the "batter." Another pupil acts as "pitcher," and pronounces the words. Others act as first, second, and third basemen. As the batter (from the opposite side) comes up, a word is pronounced by the pitcher. If it is spelled correctly, the batter proceeds to first base. If the word is missed, the catcher spells it and another word is given to the batter. If the third word is missed, and the catcher spells it correctly, the batter is out and another takes his place. Proceed as in baseball.

Give only one trial for each word. As a batter starts for a base, if there is already one at that base, the first one there should move on to the next base. If the pitcher pronounces a word to the baseman and he spells it before a batter gets to the base, the batter is "out." Three outs on each side make an inning, and six innings make the game. If a batter succeeds in passing all three bases and getting "home," a score is made for his side. The teacher should act as umpire, calling outs and keeping score. When several grades are participating, the words should be chosen for each batter according to his grade.

Dictionary Contest

The teacher selects words that are not in the pupils' vocabulary and those that should be given special study by them. These words are written on the blackboard. Just before choosing for the contest, the words are sounded and pronounced by the pupils. Then sides are chosen. The pupils stand, with dictionaries in hands, the two sides facing each other, standing about eight feet apart. The teacher stands at the head, halfway between the two choosers. Now all is ready for the contest. The teacher gives the commands as follows:—

Attention!—Pupils place dictionaries in right hands, both arms straight down at sides as soldiers at attention.

Present Arms!—Pupils place both hands straight out in front, dictionaries in right hands.

Charge!—Pupils bring hands and dictionaries to center of bodies on level with chest, to position ready to open.

Then the teacher calls out one of the words on the board that she wishes the pupils to find. When any

pupil finds the word, he spells it, pronounces it, and reads the definition. That gives five points to his side. Teacher gives another word as before, and so on. When one side gets 30 points that side wins, unless the other side has 25 points or "deuce," then the other must get two ahead as in tennis. Thirty is the game unless "deuce" is called.

Hunting Rabbits

Write the pupils' names on the board by grades, then another list in the order in which they are seated. All take their spelling books. The smallest may be the first hunter. The rest take turns in pronouncing words (one word each) and he spells them. Each spelled correctly is a rabbit captured. When he misses, he takes his seat and the next tries his luck. The pupil who spells the most words is considered the best hunter. Put a score on the board for each correctly spelled word.

Living Words

A set of cards containing all the letters of the alphabet is distributed among the members of each of the competing teams. The teams group themselves at opposite sides of the room. The caller stands at the center of a line drawn across the front of the room. When he calls a word, each player who holds a letter contained in that word rushes to stand on the line in the proper position of his respective letter. A player holding a letter that is used more than once must go first to one place, then to another. The holder of a letter that is doubled, moves his letter back and forth. The line which first spells its word scores, and the team having the larger number of scores at the end of a certain length of time wins.

Pussy-Wants-a-Corner Spelling

The class remain at their desks, each of which is a "corner." The teacher counts out the one to be pussy. Words are pronounced to each pupil in turn. If a pupil misses a word pussy tries it; and, if it is spelled correctly, takes the corner of the child who missed it, who then becomes pussy until he also manages to secure a corner. The child who is pussy when the recitation closes will hold that position at the next recitation until he spells another pupil's missed word correctly and secures a corner.

All of the pupils stand in a row at the right of the room. Each is given two words. Those spelling their words correctly pass to the back of the room, forming a row there. The second time around, the successful spellers in the back row pass to the left side of the room. The third move is from the left to the front of the room. The fourth, which is the final one, takes the pupil to his desk. The pupil who fails to spell a word forfeits his right to take the step in advance, and must wait next time for his second chance to go forward.

Spelling Lotto

The younger children will enjoy this game. Buy or make cards on which are objects pictured and named. Make, also, duplicates of each word, and cut them up into separate letters. In playing the game, the children draw the letters from a box and work to cover the letters that are with the pictures. The one first to cover the words of his card, wins the game.

"Taking Steps"

The pupils stand at the back of the room. Every time a pupil spells a word correctly he takes a step for-

ward. The first one to reach the front of the room is the victor.

Thanksgiving Basket

Some time before Thanksgiving, draw a large basket on the board for each pupil and see who can write, unaided, the largest number of Thanksgiving dainties in his basket, and thus have the best basket. Write for each pupil any word he wishes to learn. Parents and older pupils may help. There will be quite a ripple of excitement when the baskets are filled. Misspelled words are ruled out.

Let older pupils see who can write the most in a given time.

This game may easily be adapted to other seasons and occasions, and is excellent to arouse the desire to spell correctly.

Other Spelling Games

Anagrams
Cross Questions
Follow
Hidden Word
Logomachy
Telegrams
Word Building
Word Relay

Miscellaneous

Choosing Partners

This game gives practice with names. The first child names his partner and stands by his desk. The one who has been chosen names another child who must choose a partner, and so on, until all have partners. The teacher is included in this game if the number of the

class is odd. Finish this game with a march about the room.

Detective

This game is worth the keeping of permanent scores, with a weekly playing, and revision of scores. The idea is for the children to play that they are detectives, and in a given territory see how many objects and signs they can notice. Each object or sign counts one. (Exceptionally keen observation may receive added credit.) In this game, children must not be content with the obvious things, though they must get those too. The weather, condition of the sky, as clouds, smoke, etc., tracks of every sort in the roads, or along the line of march; people observed, their manner, etc.; all of these things must be taken into account by a good detective. Getting additional facts by means of conversation, or the making of shrewd deductions from one's observations, gives additional credit. Each player's score should be computed on the basis of the list or account which he turns in at the end of the trip.

Kaleidoscope

A group of children stand in front of the room and each is given the name of some color. The players who are seated then blind their eyes and the "colors" change places. (If little children, they may run lightly around the room before taking their new positions.) The children seated then open their eyes and take turns at naming the colors correctly in their new positions.

Lost Child

(Missing Children; Changes)

One child goes from the room, or blinds his eyes. At a signal from the teacher, one of the other children

hides. The first child is called in to tell who has disappeared. If he is successful he chooses some one to take his place; if not, he blinds again.

In smaller groups where finding a missing child would be too simple a matter, a variation may be added. In this case let a group of children stand in a certain position. The child who is "it" observes their position before he leaves the room. While he is gone they exchange places. His task is to place them in their original positions.

This idea may be developed into a very complicated game with older children. Let one leave the room while certain changes are made. One or two children exchange seats,—a vase of flowers is moved, a window is raised, and so on. When the child returns he names the changes that he observes. Scoring may be done, by individual or by teams,—a definite number, say five changes being made each time, and one credit being given for each change observed.

Observation

The teacher places on her desk a collection of miscellaneous objects. The children file past the desk and observe the collection. Returning to their seats, they write (or name) what they saw. The child whose list is longest, wins.

A variation of this is to allow the children to spend a brief time in front of a store window, afterwards recording their observations.

Sense Training

There are many simple games which develop keenness and accuracy of hearing.

Let one child be blinded at his seat or in the center space. The others sit quietly while the teacher mo-

tions to another child to steal up and knock on the first child's desk or on the floor by him. The first child says, "Who is it?" The second answers, "It is I," disguising his voice as much as possible. If the blindfolded child guesses correctly, the second child goes back to his seat. Whoever "fools" the center child takes his place.

Let a child go into a cloak room, or behind a door. Several children come and stand before the door. One calls a greeting, as "Hello Jack!" The child guesses who is speaking to him, and if correct, exchanges places with the caller. If desired, scores may be kept, to find who has the keenest ears.

Other Miscellaneous Games

Atlas
Birds Fly
Deer Race
Dog
Hoop Quoits
Huckle, Buckle, Bean Stalk
I Say Stoop
Memory Run
Pass
Pass the Clothespins
Peanut Race
Penny Search

BEAN BAG GAMES

The bean bag is especially valuable where other equipment is lacking; and since it is inexpensive, it can be supplied in large quantities. In many games it can be used instead of a ball, being in fact a desirable substitute in games for small children and in many games played by girls, such as Corner Ball and Corner Spry. The bean bag possesses certain advantages over the ball: it is better for indoor play and it stays put; therefore it can be used in many games in which a ball is not satisfactory.

Variations in the making of the bags will help greatly to increase their usefulness. Dried beans are, of course, the standard filling. Dry peas, dried coffee grounds and oats may also be used. The latter are especially good for the larger bags. (The regulation oat sack is round.) The accepted covering is a heavy material, such as denim, ticking, duck, and it is worth while to make a special effort to get these heavy materials. They should be strongly sewed on the edge, and also an inch from the edge, preferably with a long machine stitch. The completed bags may vary from six to twelve inches in diameter. The six- or eight-inch size requires one-half pound of beans for filling. Larger and heavier bags are best for older children and for certain games. It is very desirable to have the bags of two different colors, so that teams or turns may be distinguished, as in Zigzag Ball or Fox and Rabbit. Tiny bags, two or three inches in diameter, may be used for such games as Smuggling the Geg and Huckle, Buckle, Bean Stalk. Large, loosely-filled bags will do for Snake in the Grass, and Whip Tag. (The coffee or oat filling is best for these.) Very hard and strong bags will do for Duck on a Rock.

The ideal bean-bag equipment, then, is as follows: One eight-inch bag for each child, half the number to be of one color, half of another; several large bean bags or oat sacks; a few small sacks (coffee grounds, preferably), and a set of very strong hard sacks. These are all possible in every school.

A word of caution as to the care of the bags. They should be kept dry; sprouting and sour beans and oats do not have a pleasant odor, and the bags become a nuisance. They should, of course, be kept as clean as possible and fillings should be changed frequently. A needle and thread and a committee of one will take care of tiny rips and save larger troubles.

Bag Pile

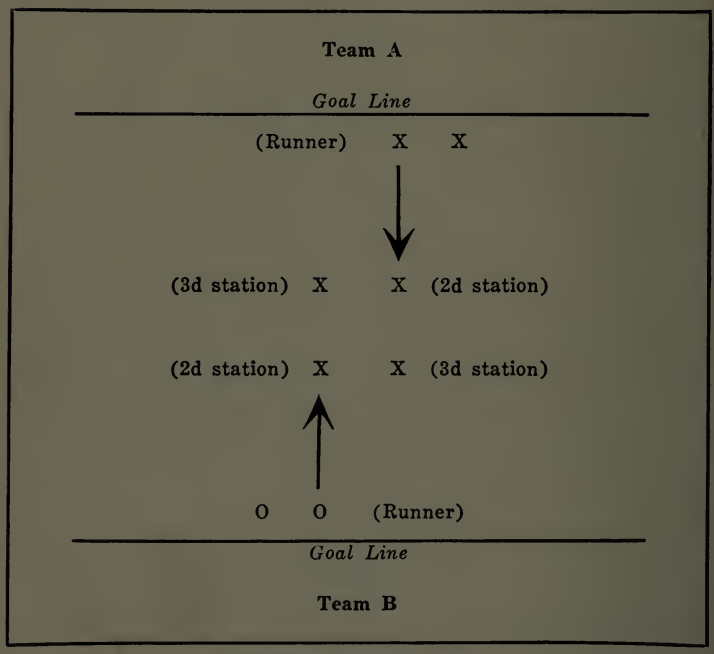
The children stand in rows with an equal number of children in each row. In front of each row are piled ten bean bags. At a given signal the first child in each line picks up a bean bag and passes it over his head to the next child, and sends the others in rapid succession in the same manner. As the last one in each line receives the bags he makes a pile back of him. Only the first bag may touch the floor. The others rest on each other. No bag may be added to the pile until the others are standing in a stack. The first line to pile the bags correctly wins. For the next game the last players take the bags forward and become the first players.

Balancing Bean Bags

The bean bag may be very profitably used in balancing races. The players are divided into teams of four players each. More may be used on a team if they exchange places at the beginning of each new

game, but it is preferable to divide the extra children into additional teams.

One player on each team is chosen as runner. One other player from each team takes his place on the starting goal; the other two at "stations" between



Balancing Bean Bags

the two goals. The second goal is preferably something to walk around. Each runner takes his place on the goal, and the member of his team who is on the goal places a bean bag on the runner's head. The latter starts out towards the second goal. When he reaches the second "station," the man there places a bean bag on the outstretched palm of his

right hand. At the third station he receives a bag in his left hand. He proceeds to the second goal and tags it in some way. At the third station the third bean bag is removed; at the second station the second one is taken off, and he returns to the starting point with one on his head. The first runner to have his "head bean bag" removed by his goal keeper wins the race. If at any time a runner drops one of the bean bags, he must wait to have it replaced by the goal keeper. This is as much fun for the spectators as for players, and it affords the players excellent training in carefulness, consideration and cooperation.

Catch Basket

Ten or more children can play this game. Two captains are selected, who choose in turn the members to form their teams. The players form a large circle. One team forms the right half of the circle, the other team the left half, the two captains standing side by side. A wastebasket is placed in the center of the circle. If the game is played in the schoolroom, the basket can be set on a desk placed as nearly as possible in the center of the room. Each team is provided with a bean bag. The teacher or a chosen leader stands near the basket and acts as umpire. The players of the teams in turn, beginning with the captains, try to throw a bean bag into the basket. The umpire sees that the players take their turns, and throws the bags back to the players. Each player throws once at each turn. If a bag is thrown into the basket it counts one; if it lodges on the edge of the basket, and the basket is not overturned, it also counts one. The team which makes the largest score in a given time wins.

Indoors, the cardboard back of a tablet may be substituted for the bean bag. Outdoors, a box may be used instead of a basket, and stones instead of bean bags.

Circle Obstacle

The children stand in a circle, feet wide apart. Each has a bean bag on the floor between his feet. A child stands or sits in the center, and throws his bean bag to displace that of some other child in the circle. If he succeeds, that child becomes thrower. The children in the circle try to guard their bean bags from being displaced.

The center child's bean bag should properly be a little heavier than the others. The game is much enjoyed by little children.

Crisscross Relay

The class is divided into two teams. Each team is divided into two lines facing each other. These lines stand in two aisles with one vacant aisle between them. In the front of the room facing this vacant aisle stands the captain of the team. So we have half of team A in the first aisle, the second aisle vacant, and the other half of team A in the third aisle. Half of team B is in the fourth aisle, the fifth aisle is vacant, and the other half of team B is in the sixth aisle. The person at the rear end of the first half of each team has a bean bag, and at a given signal tosses it across to the one directly opposite, who is the rear person of the second half of each team; this one tosses it back to the second one on the first half, and so on, until the person at the front on the second half has it. It is then tossed to the captain, who tosses it back to the same one who tossed it to him. The person on the front runs down the vacant aisle to the

rear of his own line and then tosses the bag to the one directly opposite, who is the rear person on the first half. The tossing is continued, the captain returning the bag each time to the person who tossed it to him. When each one is back in his original position, the game is stopped. The team which missed catching the bag the fewest number of times wins; or the team finishing first, when the children have become proficient at catching the bag, may be considered the winning team.

End-to-End Bean Bag

The players are divided into two groups. Each group divides into halves and the halves face each other across a space of five to ten feet. At a signal the first one in the outer line of each group runs halfway to his partner and tosses him the bag. The bag is passed rapidly down the inner line until it reaches the end, when the end player runs halfway towards his partner in the outer line and tosses the bean bag.

Then each line moves up one place, and the tosser on each side becomes the end man on the opposing line. So the game goes on until each player has thrown the bag and returned to his original place. The group finishing first wins.

Faba Gaba

In this game bean bags are thrown through holes in an inclined board about 1½′x3′. It should be slanted at an angle of about forty-five degrees against a fence or stakes. Near the lower end of the board a hole, approximately the size of the bean bags, should be cut, and a short distance above it

should be a second hole a few inches larger. The players stand at a certain distance from the board—ten to fifteen feet—and each in turn tries to throw five bean bags into the holes. Each bag thrown into the smaller hole counts ten for the player and each thrown into the larger hole counts five. The player first scoring a certain number of points, such as seventy-five, one hundred, etc., wins the game.

If desired, three holes may be cut in the board, or bean bag boxes may be used. These are three boxes six, twelve, and twenty-four inches square respectively, set one inside the other, and inclined, like the board. Each bag thrown into the smallest hole counts eight; into the second five; and into the third two. The players may also be lined up in teams competing against each other. In this case, to expedite the playing, it is better to have two boards and two sets of boxes.

Fetch and Carry

A circle about eighteen inches in diameter is drawn in front of each row of seats. Each player has a bean bag. At a signal the first player in each row runs forward, deposits his bean bag in the circle in front of his aisle, and returns to his seat. When the first player has returned to his seat, player Number 2 runs forward with his bean bag and returns. This is continued until all the bean bags are in the circles. Then the last player in each row runs forward and gets a bean bag from the circle in front of his row. When he returns, he touches the player in front of him, who then goes after a bag. This is continued until all the bags are brought back to the seats. The row first clearing its circle wins.

Hoop Bean Bag

The players are divided into two teams, which take turns in lining up on one side of a line along which, at a given signal, a hoop is rolled. Each player is provided with a bean bag, which he tries to throw through the hoop as it passes before him. Each bag so thrown counts one for the team. A referee is necessary. Older boys may cut spears from sticks, to use instead of bean bags, and thus make it more like the original, which was an Indian game.

Overhead Bean Bag

Players form in lines, a captain at the head of each line. Face as for marching. Each captain, using both hands, passes a bean bag or ball over his head into the hands of the player behind him. The bean bag is passed down the entire line in this way, and when it comes into the hands of the last player in the line he runs with it to the captain. The team whose runner first reaches the captain wins.

This may be made a relay race by requiring each end man, when he has run to the front, to pass the bag back until the captain again reaches the head.

Partners

Divide the school into two rows, opposite players being partners; or have every two pupils face and opposites become partners. Exchange bean bags with partner by tossing with the right hand, the left hand back. When the bag falls to the floor, both players are seated. Sometimes change to tossing with the left hand, right hand back. The couples who remain standing at the end of a certain time (three or five minutes) win.

Snatch

The players stand in two opposing lines within easy tossing distance, and toss a bean bag back and forth, beginning at one end and ending at the other. The snatcher, who is chosen from each side in turn, stands between the lines and tries to snatch the bag when tossed by the enemy's line. Each time he succeeds, one is scored for his side. If he fails to catch the bag at all during its passage down the lines, his side loses five. The first player on the other side takes his place as snatcher, and the game continues. The winning side is the one which has the higher score at the end of a given time.

Target Toss—I

The children in the lower grades enjoy throwing balls or bean bags to each other or at some goal. Competition aids in each one's trying to do his best.

Target Toss is a splendid game of this type. A target should be made for every five or six children so that they may be kept active. Too many children in one group allows too long a time between turns for each child. The circles may be counted 1, 2, 3, 4; or 10, 20, 30, 40, or 10, 15, 20, 25. The distance that each child stands from the target may be varied, according to the ability of the children. It may become greater with practice. Three bags make a good number for each turn. As each child finishes his turn he picks up the bags for the next one. The player having the highest score wins.

Target Toss—II

Any even number of children may play. Two captains are chosen and they in turn choose the members of their teams. Three concentric circles are drawn upon the ground or floor. The inner one

should be about one foot in diameter, the middle one about twenty inches, and the outer one about one yard.

From ten to twenty feet from these circles a square is drawn large enough for one child to stand in. Between the circles and the square the two teams line up in two rows facing each other and about five feet apart. The two captains should stand near the square. Then in turn, beginning with the captains, the members of the teams stand in the square and toss three bean bags into the circles. If a bag lands within the inner circle it counts ten; if it lands within the middle circle it counts five, and if it lands within the outer circle it counts one. Each child as soon as he has tossed, runs to the place where the bag landed, announces the point made, tosses the bag back to the next player, who in the meantime has taken his place in the square, and takes a place at the end or foot of the row near the circle. The team having the largest score when all have played wins.

Other Bean Bag Games

All Run
Ball Chase
Ball-Passing Relay
Ball Puss
Ball Stand
Ball Tag
Bird, Beast, or Fish
Blind Target
Bombardment
Call Ball
Captain Ball

Circle Ball—II
Circle Crisscross
Center Base
Circle Straddle
Corner Ball
Corner Spry
Crisscross Ball
Dead Ball
Dodge Ball
Dog
Drop the Handkerchief
Duck on a Rock
Exchange Relay
Hide the Ball
Huckle, Buckle, Bean Stalk
Jump the Shot
Line Ball
Over and Under
Pass Ball
Poison
Pursuit Relay
Ring Call Ball
Run and Throw Relay
Smuggling the Geg
Snake in the Grass
Snatch the Handkerchief
Squirrel and Nut
Stand Ball
Stool Ball
Teacher Ball
Touch Ball
Whip Tag

BALL GAMES

Probably the ball is the most useful piece of apparatus on the playground, especially among those groups of older boys and girls who are beginning to enjoy team play. There are so many good ball games that it seems a pity to have the desultory fooling with the ball, or the painful attempts at playing baseball with an insufficient team that may often be witnessed on the playground. The teacher, then, needs to know and teach other ball games. She need not participate, for in these games as in few others, the children will play alone, but participation in ball games seems to make a teacher especially popular.

It is highly desirable that a careful selection of balls be made. Such a selection will increase the number of games possible in varying environments. With the description of each game is noted the kind or kinds of ball best suited to the playing of the game. A brief description of the balls is given here. In most cases measurements are approximate.

Baseball. The regular size is about three inches in diameter; weight about 5 oz. Cost of good balls, from $.50 to $1.50. Cheaper ones may be had. The use of this ball is too well known to need further description.

Basket ball. 9 in. in diameter; 18 oz. in weight; cost about $5. This ball is useful where a larger ball is needed. Older boys and girls especially like this ball.

Gas ball. This is the toy balloon so much liked by children. It is extremely useful for the schoolroom, or in other rooms where damage is possible with a harder ball. Some games, as Balls and Funnels, demand these light balls.

Handball. About 2¼ in. in diameter; weight about 2½ oz. Varying prices and qualities are found. This is a very useful ball, especially for indoor work, and ought to be included on any list.

Indoor baseball. This is larger than the regular baseball, and more elastic. About 5 in. in diameter; weight about 8 oz. A very useful ball.

Medicine ball. This is the heaviest ball used for the games here mentioned. Sizes vary, a small one being about 10 in. in diameter, and weighing about 5 pounds. It is a rather expensive ball, costing from $5 to $15. Oat sacks are a good substitute. The large balls of this sort provide very good exercise.

Playground ball. About 4 in. in diameter, weight about 8 oz. It is larger than a baseball, smaller than an indoor baseball. A good ball for ordinary games.

Rubber balls. Soft rubber balls of medium size are good, and cheap. They are excellent for schoolroom use, and may be had in varying degrees of hardness.

Tennis ball. This is a good ball for many games. It is small and not too hard. About 2½ in. in diameter and 2 oz. in weight. By the dozen, they are priced at about $4.00.

Volley ball. Children also like the volley ball, which is smaller than the basket ball, being about 8 in. in diameter and 9 to 12 oz. in weight. It costs from $2.50 to $4.00.

The ball equipment will be determined by the ages and number of pupils as well as by the financial conditions. The following list is intended to suggest the order of importance of the various balls.

Handball
Soft rubber ball or tennis ball
Playground ball
Volley or basket ball
Baseball
Gas ball
Medicine ball

All Run

Playground ball; handball; indoor baseball; rubber ball.

All the players gather in the center of the room. To start the game, a leader in the center bounces a ball about the size of a tennis ball, whereupon the other players run away from him in any direction. The leader catches the ball and calls "Halt!" The others must instantly stand still. The leader then tries to hit some one with the ball, and if he succeeds, the one whom he hits must run after the ball while the others run away from him. This is continued as long as the one with the ball succeeds in hitting some one else. If no one is hit, all go back to the center and the one who threw the ball bounces it, thus beginning the game again.

Ball Chase

Basket ball; playground ball; indoor baseball.

The players place their caps in a row or dig a series of holes in the ground in a straight line. All stand at a point ten or twenty feet from these and a player chosen as thrower tries to toss a ball into one of the caps. As soon as he succeeds, all must chase the one into whose cap the ball was thrown. The pursued player dodges behind as many obstacles as possible and tries to get back to his place before he is tagged. If he succeeds he is safe, and the one who threw first must throw again, but if he is caught, he becomes the thrower.

Ball Hustle

Basket ball; playground ball; indoor baseball.

The players are divided into two teams, each with a captain. Each team stands in single file, the play-

Ten Different Kinds of Balls for Play Use

Back Row—Medicine Ball, Volley Ball, Basket Ball, Football.
Front Row—Gas Ball, Playground Ball, Baseball, Tennis Ball, Handball, Golf Ball.

ers' feet wide apart. Lines must be perfectly straight.

The captain toes a line at the front and puts the ball in play by passing it back between his feet. The ideal pass will send the ball to the end of the line, but this requires skill. Players may aid the ball in its passing. If the ball stops, or leaves the line, the first player behind the ball must put it in play again.

Ball Hustle

When the ball reaches the end of the line, the rear player picks it up, runs with it to the front of the line, toes the goal and passes the ball back. The line moves back automatically each time. This goes on until every player has passed the ball from the front of the line. The team that first accomplishes this wins.

This is a splendid game, training in calmness under stress. It is equally enjoyed by boys and girls, but in playing it, bloomers for the girls are almost essential.

Ball Passing: Suggestions

Any ball.

By varying the methods of passing the ball, and making different formations, very interesting games may be evolved. Some suggestions as to passing: With both hands; with right hand; with left hand; with right hand around body to the left; left hand around body to the right; over either shoulder; over head; tossing, throwing, batting, bounding. An old game may be made to appear new by introducing these different passes. The common formations are the circle and the line. Variations are possible within these formations: simple, double, or triple passing; individual, team, or relay work.

Circle (Simple Passing)

In this the leader starts a ball, passing it to the right. It is passed around the circle as rapidly as possible, and at a signal is sent in the opposite direction.

Variation I (Spin-around)

Each player, upon receiving the ball, runs around the circle with it, before passing it to the next player.

Variation II (Run-around)

Each player, upon receiving the ball, runs around the circle with it before passing it to the next player. For other variations of Simple Passing see Pass.

Simple Passing—Teams

With team play, the players in the circle number by twos or threes. The leader of each team starts a ball, which is passed only to members of that team. Sometimes the teams wear distinguishing colors or marks. If bean bags are used, these may be of different colors.

The teams may play the variation given under Simple Passing and some others: See Circle Criss-cross, Bean Bags with Partners.

Ball Passing Relay

Any ball.

Two or more teams form in files, one player standing behind the other facing the goal. The last player of each line is provided with a ball. On signal, the last person runs forward, joins the line in front and passes the ball back in some agreed upon manner. When the ball reaches the end of the line, the

Ball Passing Relay

last player runs forward to the front and passes the ball as before. The line whose original leader first succeeds in running from the end to the front of the line with the ball, wins. Different methods of passing the ball make the game more interesting—passing the ball between the legs, passing it alternately down the line, first over the head, then between the legs, etc.

Ball Puss

Basket ball; handball; indoor baseball; rubber ball.

The players stand at various points, as in Pussy Wants a Corner. As in that game, they beckon to each other, and exchange places whenever they get

Ball Puss

an opportunity. The one who is "it" watches the exchanges and tries to hit with a ball some one who is moving to a new goal. If he succeeds, the one who is hit becomes "it."

Ball Stand
(Burley Whush)

Indoor baseball; playground ball; rubber ball; handball.

The players stand about fifteen feet from a wall or roof. One chosen as thrower tosses a ball against the wall or upon the roof, at the same time calling the

name or number of another player. The one called tries to catch the ball as it falls, and all the other players run as far away from him as they can. If the player called catches the ball before it has touched the ground, the thrower tosses the ball again and calls another name. This is done until some player fails to catch the ball before it touches the ground. He must then go after it. When he has secured the ball, he calls "Stand!" Thereupon all the runners must stand perfectly still. The holder of the ball then takes aim and tries to hit one of the players with it. If he is successful, the player so hit cries "Hit!" and becomes thrower, all returning to the goal as in the beginning.

If the holder of the ball fails to hit anyone, he becomes thrower. At no time may the players go entirely out of sight, although they may run as far as possible.

Division into teams, and scoring, make this game an especially good one. Each successful catch or throw counts two for the side making it; each failure to catch the ball or to hit a player counts one for the opposing side. Innings give the teams their turns to start the game.

Ball Tag

Handball; indoor baseball; rubber ball.

The player who is "it" has a ball which he throws at the other players. Anyone whom he hits becomes "it." There is no goal—safety consisting in dodging the ball. Whenever a thrower fails to hit the person at whom he aims, the players near whom the ball falls may return it to the thrower, or a playground ruling may be that he pick it up himself.

The game is enlivened by having two or three throwers, and so, two or three balls to be dodged.

Bound Ball

Volley ball.

Bound Ball is like Volley Ball (see page 232) except that a lower dividing line is used, and the ball is put in play from a bound. It could be used by younger children in a simplified form. The point to remember is that the ball should be kept bounding,—always put in play, or returned, after a bound. Dribbling—bounding until a good batting position is reached—is permitted. A ball going out of bounds or dead, that is that has been played without bounding, must be returned to the server. Any other ball may be played upon by any player of the team towards which the ball is directed.

Scoring is as follows:

Failure properly to strike the ball (from above, with open palm)—1.

Failure to bound the ball, before playing it—1.

Failure to return a good serve—1.

It is entirely a defensive scoring. The side first scoring twelve fouls loses the game. A referee is desirable.

Boundary Ball

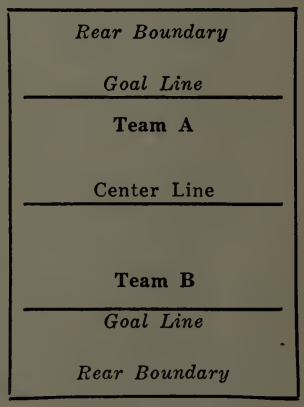
Basket ball; indoor baseball; playground ball.

This is a good game to play with a basket ball when nets are not available. A field about twenty by fifty feet is necessary. This is marked off by five different lines—a center line, goals on each side of it, and rear boundary lines ten feet farther back.

The players form two teams. The teams line up on either side of the center line and about ten feet from it. They toss up the ball for the first play. The object of the game is to put the ball over the rear boundary line of the opponent's territory. One point is scored

each time the ball is thrown over this rear line, but a ball which rolls across the line is not counted.

Each team, of course, tries to prevent the ball's crossing its rear line. Individual players may come forward from the original line-up to catch the ball, but the line may not take a permanent advanced position. Players may step back of the first line also, but if the ball is caught back of the original line, the whole line must take that place as its position. The line may not go forward until the ball is caught at an advanced point again. Since the line-up is at a disadvantage near the rear boundary, it becomes a secondary object of the game to force and keep the opposing side close to its rear boundary. Players may not step over the boundary line. Ten points constitute the game.



Boundary Ball

Bombardment

Basket ball; playground ball.

This is a good game for a large number of players and for those who are not ready for the observation of fine points of play. Each team is divided into two groups,—the guards and the bowlers. Each guard has a tenpin or Indian club set up beside him, each bowler has a ball. The guards stand on their rear goal line and guard the pins, and pass the balls which come within their reach to the bowlers. The bowlers stand between the guards and the center line, and throw, or

bowl, to knock down the pins of the opposing team. Each pin that falls, on either side, counts one for the opposite side, whether it has been hit with the ball or accidentally knocked down by its own guards. The game is played in halves of ten minutes each, and the team with the highest score wins.

Blind Target

Rubber ball; handball; indoor baseball.

The "target" stands at a distance of from ten to fifteen feet from the line-up of the other players. His back is turned to them. He counts ten and at the count of ten, one of the players throws the ball. The target turns and guesses who threw the ball. If his guess is correct the thrower becomes the target. If he does not guess correctly, he must be target again. If the thrower misses, he becomes target.

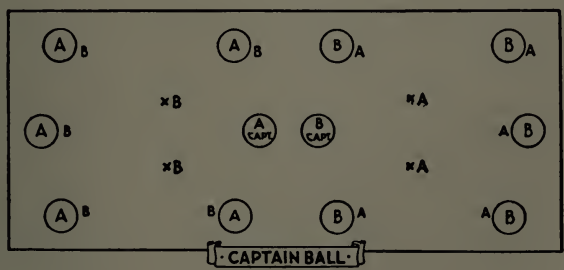
Captain Ball

Basket ball; indoor baseball; playground ball.

The players are divided into two teams. Each team is composed of a captain, from three to five basemen, an equal number of guards, and one or two fielders. The captains face each other in the center of the field. In the circles, which are from four to five feet in diameter, stand the basemen, each covered by a guard from the opposing team. Thus the B captain's basemen are in the circles on his side of the field, and his guards are outside the circles in which the A basemen stand.

The guards may move freely around the circles, but must keep within a three-foot distance. To start the game, a ball is tossed up between the captains by a third person, who is neutral. The captain who catches it tosses it to one of his fielders. This fielder passes it on to another of his team, either a guard or a base-

man, if he is near one, or if the way is clear between them. The ball must pass through the hands of two basemen in successive plays before it can be tossed to the captain. A point is scored when the ball reaches the captain and also when a ball makes a complete circuit of the basemen. It is the duty of the guards to



intercept any play so as to gain the ball, and it is then sent through the hands of other guards or fielders to the nearest baseman of their team; then on to a second baseman, who tosses it to his captain. The team first scoring fifteen points, or the team having the higher score at the end of a certain time wins.

NOTE: With fewer players the two fielders on each side may do the work of passing the balls and guarding basemen.

Center Base

Handball; indoor baseball; medicine ball; rubber ball.

The children stand in a single circle all facing the center with a distance of from three to five feet between every two children. One extra player stands in the center. He tosses a ball to anyone in the ring and immediately runs outside of the circle. The one to whom the ball was thrown must catch it, run to the center, place the ball on the ground, and chase the one who threw the ball to him. If he succeeds in tagging him before he can get back to the center, the first

thrower must throw again to some other player. If the first thrower succeeds in reaching the center again safely, he takes his place in the ring and the pursuer must take his place in the center and toss the ball. Thus the game is continued.

Center Base—Placing the Ball

Circle Ball—I

Gas ball; handball; indoor baseball; rubber ball.

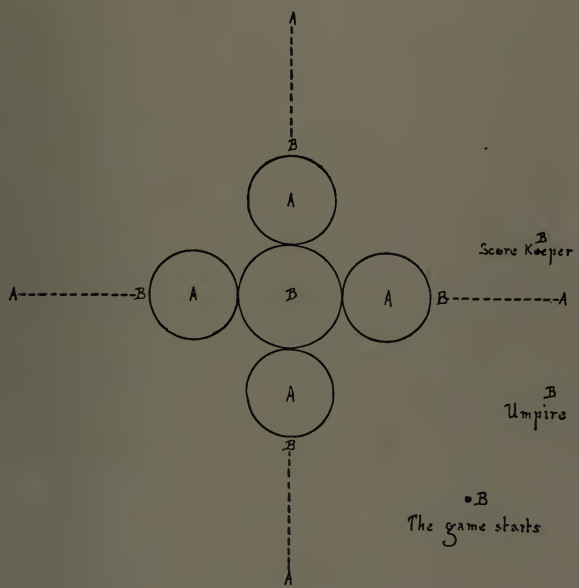
Children form a circle around a player in the center. The ball is thrown from one to another in the circle, with the center child trying to intercept it. If he catches it, the child who throws it must be "it." If a child in the circle muffs the ball, he must be "it." The ball should be in action constantly, and its moves should be unexpected.

Little children enjoy playing this when seated in a circle. In this case the ball is rolled.

Circle Ball—II

Volley ball; basket ball.

The most satisfactory number of players for this game of Circle Ball is sixteen. The diagram illustrated is made as follows: First draw a circle 4½ feet in diameter. Then draw four circles, each 4 feet in diam-



Circle Ball

eter, around this circle, the circumference of each touching the circumference of the first circle. The players are divided into two even teams, as A's and B's. There are two innings of fifteen minutes each. One player from each side throws the ball toward the center of the large circle. Whichever places it nearest the center has the first inning. Suppose the B man has the better aim. In this case, an A man takes position in each of the four circles. The other four A men (field-

ers) are stationed about six feet outside the circles. In the center circle is a B man. He is there to catch the ball if it falls into his circle and return it to the B man who started the game (see diagram) by throwing up the ball. If the ball does fall in the middle circle it is a foul and scores one point for the A's. After every foul the play is restarted. Three B players do not play in this inning. One of these is score-keeper, another is umpire, the third, who stands halfway between any two of the A fielders, starts the game. The other four B men are guards, one standing outside each of the four circles. The fielders may go anywhere they please outside the circles. So may the guards, though the best policy is for each to stay near the man and circle he is guarding. The men in the circles must not step outside of them. To step in or out of a forbidden circle is a foul. The A men endeavor to catch the ball as often as possible and the B guards try to bat it away with their hands. When the ball is caught by an A man in one of the circles two points are scored by that side. For a guard to catch a ball, or to guard another circle beside his own, is a foul.

Crackabout

Handball; indoor baseball; playground ball, rubber ball.

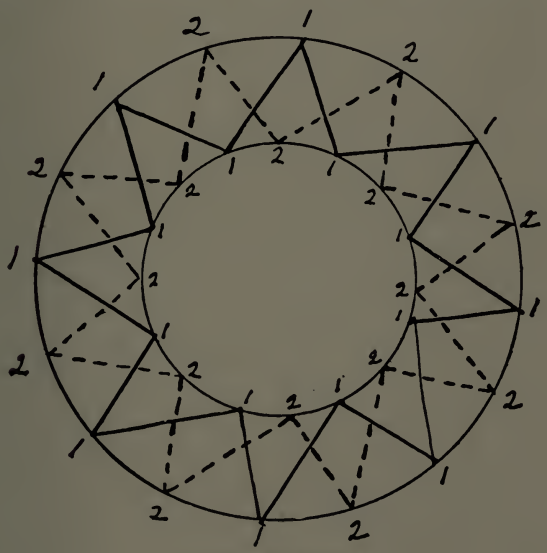
Boys enjoy this lively game. One player has a ball, and the others scatter. He throws the ball at one of the players, at the same time calling "Crackabout!" At that, all of the players rush for the ball, the one who catches it becoming the next thrower. The others scatter again immediately, to avoid being hit. They return again, at his call of "Crackabout!" It is an honor to be tosser, but to insure against a player

"waiting around" to catch the ball, it is ruled that being hit three times puts a player out of the game. If the player catches the ball in his hands, it does not count against him.

Circle Crisscross
(Circle Zigzag)

Handball; Indian baseball; rubber ball.

Crisscross or zigzag plays are splendid for developing alertness and concentration. Many of the ball and bean-bag games may have the crisscross feature and so be made more difficult and more interesting.



Circle Crisscross

Circle Crisscross is an example of these possibilities. A double circle is formed. Players in each circle number by twos. The circles face each other so that Number One players in the outer circle face Number Two players in the inner circle. The first Number One in the

outer circle and the first Number Two in the inner circle have each a ball. At a given signal these players start their respective balls in a zigzag line from one circle to the other, the Numbers One in the inner circle throwing to the Numbers One in the outer, and the Numbers Two in the inner to Numbers Two in the outer. The balls may be sent in the same direction or in opposite directions. The Number One group or the Number Two group wins, according to which first completes the circle twice.

Many variations and adaptations are possible. More than one ball may be put in play by each team. Different methods of passing the ball may be specified. If bean bags are used, each team may have a distinctive color, and this is helpful.

Corner Spry

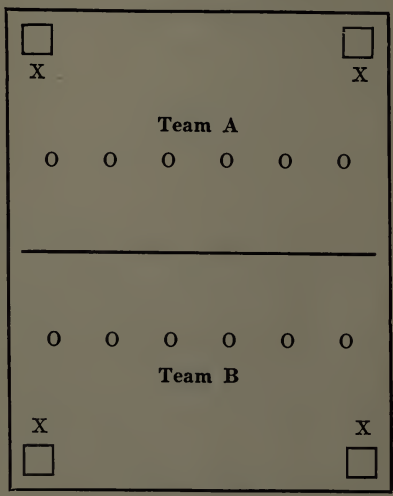
Handball; indoor baseball; playground ball.

The players are divided into four groups, each with a captain. The captains stand in the center of the playing space facing their respective groups, who stand in the four corners of the space. At a signal each captain throws or tosses a ball to the first player of his group. The player returns it to the captain. The captain throws to the next, who returns it, and so on, until all but the last player have caught the ball from the captain and returned it to him. As soon as the last player has received the ball, the captain cries "Corner Spry!" The first player in line runs up to take the captain's place and receives the ball from the last player who has been holding it, the old captain takes the last place in the line and the game goes on as before. With each change of captains the line moves up, and that line whose first captain first returns to his original position wins the race.

Corner Ball

Handball; playground ball; indoor baseball.

The ground is marked off in halves. At the farther corners of each half, square goals are marked. The players, divided into two equal teams, line up on their respective sides and each side sends two goal men to the opposite court, one for each square. The object of each side is to throw the ball to one of its own goal men. Each ball caught by a goal man counts one for his side. Each side, of course, tries to keep its goals protected. Twenty points is the game.



Corner Ball

Curtain Ball

(Newcomb)

Basket ball; playground ball.

This game requires a screen of some kind. A high board fence is excellent. It is quite possible in many places to provide a screen by stretching large pieces of cloth, on ropes, between trees or high posts. When this is done, the players, divided into teams, line up on their respective sides of the curtains. The game is to throw a basket ball over the curtain so that it will touch the ground or floor of the opponents' goal. They, in turn, try to catch the ball. The teams throw alter-

nately. Whenever a ball lands on the ground, the throwing side scores one. Ten points is the game.

There are no restrictions as to the manner in which the ball may be thrown and there is a happy element of surprise in the fact that the ball may come sailing far past the curtain line or may drop gently over the top. For scoring it is advisable to have a referee on each side of the screen, unless there is a space below so that one referee can watch both sides easily.

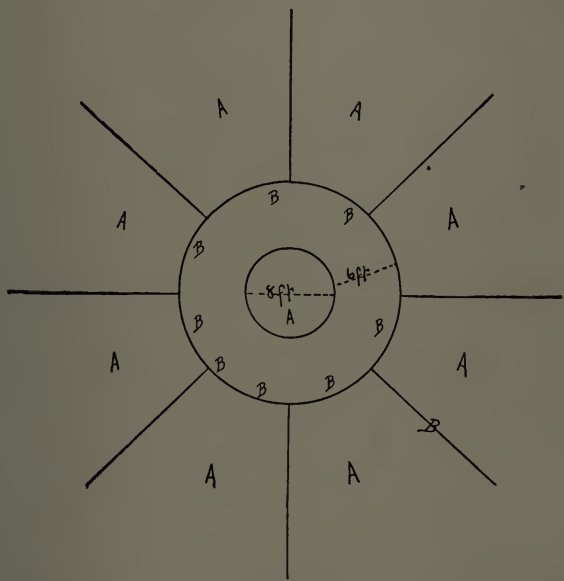
Cup Star

Volley ball; indoor baseball.

Cup Star may be played with five or nine players on each of two teams. Each team appoints one of its men captain. The playground diagram for this game is drawn as follows: a circle, called the cup, is drawn 8 feet in diameter. Another circle is drawn around the cup, 6 feet away, making the outer circle 20 feet in diameter. The outer circle is divided into four equal parts if five play, into eight if nine play. From the points of division, lines 20 to 25 feet in length are drawn directly out from the outer circle. If the A team is in, an A player is placed in each space between the lines. These players cannot step over any line or into the outer circle. The A captain is placed in the cup. He cannot step outside. Eight of the B players are placed as guards between the two circles. They are not allowed to step over the circumference of either circle.

When the game begins the B captain takes the ball to a point five feet from the outer circle, on any one of the dividing lines, and throws it into the air. If the ball falls into either of the circles it is thrown again. If not, one of the A players gets it and throws it to-

ward his captain. The aim of the A's is to get the ball into their captain's hands or into the cup. If the captain catches the ball and holds it, two points are scored for the A's. If an A player drops the ball into the cup one point is scored for his side. The B players try to keep the ball away from the A captain and the cup by batting it with their hands. If a ball is batted back,



Cup Star

an A player gets it and throws it toward the captain again. Thus the game goes on until the captain catches the ball or it lands in the cup, or a foul is called. The B captain then takes the ball and starts the play as before. At the end of ten minutes the B's take their inning. Any agreed-upon number of innings may be played as a game. The side scoring highest wins.

If any of the guard players *catches* the ball it is a

foul and scores one for the other side. If the ball falls in the space occupied by the guards or if any player steps over a forbidden line the umpire calls a foul. A player may either run with the ball or throw from position, and the ball may be thrown from one player to another before it is thrown to the captain.

Circle Straddle

Basket ball; playground ball.

The children stand in a circle, feet wide apart. One child stands in the center, and tries to throw the ball between the feet of one of the circle players. If he succeeds, that player leaves the circle. The one standing longest wins.

With little children, the child between whose feet the ball is passed may become the one to throw the ball. With older players, each one should be obliged to guard the space at his right, and to keep the ball from being sent between him and his neighbor. In doing this, the player must use only his hands, not changing the position of his feet in any way.

Crisscross Ball

(Line Zigzag)

Handball; indoor baseball; rubber ball.

1. Four ranks.

The players line up in four ranks, each two ranks composing one team and facing each other. One ball or bean bag is held by the end man on each team. On signal the balls are passed zigzag up the respective lines and back again. The team first returning the ball to the first player wins.

2. Two ranks.

If there is not too large a number of players, there

may be only two lines. In this case have two balls in operation, starting from opposite ends of the lines and going in opposite directions. The last player may toss the ball into a ring or basket.

Clock Golf

Any small hard ball.

For this game an open space twelve feet in diameter is required. In the center a can is sunk into the ground; around the circumference of the circle stones are placed to represent the numerals on the face of a clock. Each player is provided with a stick and a ball. A baseball, tennis ball, croquet ball, or the like may be used. Each player in turn starts with his ball on the numeral One and tries to knock it into the can, using as few strokes as possible. On the second turn the players start from Two. The object of the game is to complete the course in as few strokes as possible.

This is also a good game for a solitary player who tries to improve his own record.

Dodge Ball

Basket ball; volley ball.

The players are divided into two teams of equal number. One team forms a circle; the other team groups itself anywhere within the circle. The object of the game is for the outer circle team to hit the players of the inner circle team with the ball. A player so hit is "out" and must leave the game, or join the circle, whichever the players agree upon before beginning the game. Only one player can be hit on a thrown ball. The ball must hit the player before striking the ground. If individuals are competing, the last player to remain in the center is considered winner.

A player on the outer team must not step within the

circle when throwing; if he does so and an inner player should be hit it does not count. He may step inside of the circle to recover the ball but must step outside before throwing at opponent. The inner team must not step out of the circle under penalty of being out of the game. The inner team does not play the ball,—it only dodges it. The dodging may be done by stepping quickly in one direction or another.

For match games a referee is necessary. The game is then played in innings, two three-minute periods or innings being allowed each team. One point is scored for each member of the team remaining in the circle at the expiration of the time limit. Should all members of the side be retired before the expiration of the time limit in both innings, the team remaining in the circle the longer period wins. The fact that one team remains in the circle longer in either inning does not change the final score. The team which has had the greatest total number of members remaining in the circle at the expiration of both innings wins.

Dead Ball
(A Variation of Toss Ball)

Gas ball; rubber ball.

Light gas balls are preferable for this game, but two or three small bean bags will answer the purpose. The children scatter about the room. Some stand in aisles or between seats and desks; others in the open area at the front of the room. When all are ready, the teacher or some chosen pupil puts the balls or bags into play by tossing them upward, one at a time, so they will land in different parts of the room. Each player, as opportunity affords, tries to catch a ball, but he must not leave his place to do so. Each player mak-

ing a catch immediately tosses the ball or bag up in the same manner toward another player. A ball must always be tossed, not thrown. Any player who fails to catch a ball or who is hit by it is "dead"; that is, out of the game, and must sit down. The victor is the one who remains standing longest.

Kick Ball

Football.

Two teams stand in line facing each other. The football is placed in the center space. The captains kick the ball, each trying to send it toward the other's goal. Each line acts as a unit (hands clasped) in keeping the ball from its own goal and sending it over the other's goal. The side sending it over the other's goal scores two points.

With younger children, the ball may be passed back and forth over a center line, eliminating the captains.

Line Ball

Handball; indoor baseball; gas ball; rubber ball.

The children sit in their seats, an even number in each competing row. One player from each row stands on a line drawn a short distance from the front blackboard. Each child in turn takes his place on a line even with the front seats, and catches or returns the ball, when it is thrown to him by the leader. The row in which this is first accomplished is the winning row. The game may be varied by bounding the ball or by using different methods of catching—both hands, one hand, palms upward, palms outward, etc. The game affords excellent practice in handling the ball.

Mount Ball

(Horse and Rider; Pony and Rider)

Basket ball; indoor baseball; playground ball.

This game is much liked by the boys. They are equally divided, half being "horses," the other half "riders." The riders, on the backs or shoulders of the horses, pass a basket ball among themselves. When one misses (muffs) the ball, all must dismount and

Mount Ball

run. The horses run to get the ball and the one getting it cries "Halt!" The horse who has the ball must throw it from where he picks it up, in the endeavor to hit a rider. The riders may evade the ball by dodging or twisting, but may not change their location. If a rider is hit, all of the horses and riders exchange places, the riders becoming horses, and the former horses becoming riders. If the horse misses, the riders resume their original places and the game continues as before.

Over and Under

Any ball.

This is a combination of two other passing relays—the Overhead Relay and Ball Hustle. Players form in files, as usual. On signal the leaders pass overhead the ball or bean bag. The object goes down the line overhead. The leader counts ten after he has passed the first ball, and then starts another; this time passing it as in Ball Hustle. When the last player has received both balls, he runs to the head of the line, and puts the ball in play as before. This goes on until each player has passed the balls. The line finishing first wins. This game is more complicated than the other forms, and provides excellent exercise.

Pig in a Hole

Basket ball; playground ball; baseball.

The requirements for this game are a fair-sized ball, such as a basket ball; a stick about three feet long for each player; a large circle marked out, with a hole in the center for the ball, measuring twelve or fifteen inches in diameter, and smaller holes about four inches in diameter around the circumference marking the position of each player. There is one less hole than the number of players, and there should be several feet between each two players so that they may move freely. If desired, the game may be played in a gymnasium, by drawing chalk marks on the floor to correspond to the holes.

The game begins with all the players standing around the center hole with their sticks under the ball. On signal they lift the ball with their sticks, and each runs to put the end of his stick in one of the small holes. The player who does not secure a hole must

drive the ball (pig) back into the center hole. The other players try to prevent this by knocking the ball away with their sticks. The center player also takes advantage of any opportunity to place his stick in one of the empty holes left in the circle. If he does that, the player without a place must try to drive the pig into the center hole.

Co-operative playing makes this a very interesting game. The circle players always work against the center player. The players may change their positions in the circle at any time in their efforts to keep the pig out of the hole. The center player who succeeds in putting the pig into the hole wins the game.

Pursuit Relay

Any ball.

Players line up so that each team forms one side of a hollow square. The player at the right end of each line holds the ball. On signal each man runs to the right, around the other team, and back to his place. He gives the ball to the next player in line, who immediately starts out over the same course. If a runner overtakes and tags a runner of the other side, he wins the game for his side.

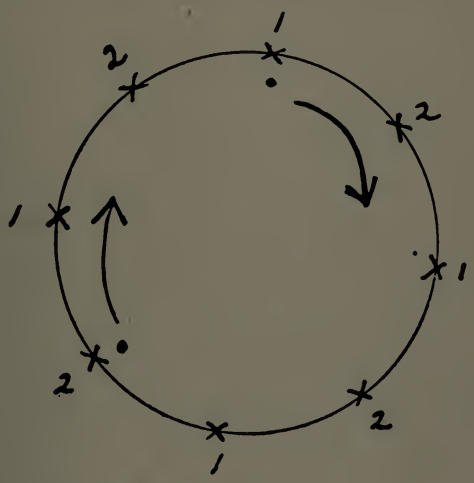
Pass Ball

Any ball.

This game is especially valuable in that it presents intricacies and difficulties, while requiring a minimum of material.

A circle is formed in which players are counted off by twos. A player whose number is One holds one ball, and a player who is numbered Two, at the opposite side of the circle is given another ball. At a given signal the players start passing their balls to the left,

the first ball being tossed or passed to the Ones, the second ball to the Twos. The object of each group is to overtake and pass the ball of the other group. Five



Pass Ball

points are allowed for each time that this happens, and the game is fifty points. Each time after a "pass" has been made the balls are put in play again. When great skill has been attained, three balls and three divisions may be used.

Roly Poly

(Box Ball; Hat ball)

Baseball; playground ball.

All the players except one line up, with the space of one foot between them. Each places his cap on the ground in front of him, or each may dig a small hole in front of where he stands. A base line is parallel to the line-up and about twenty feet distant from it.

Each player has a number of pebbles. The player chosen to be the first roller, rolls the ball from the base line, trying to get it into one of the caps. If he succeeds all the players scatter, except the one into whose cap the ball has fallen. He must pick up the ball and cry "Stop!" Thereupon the runners halt, and he throws the ball at one of them. If a player is hit he becomes roller and the game goes on.

Scoring is done as follows: Whenever a player is hit by a ball, or when the ball is sent into a player's cap, he must put a pebble into his cap. Failure to send the ball into a cap or to hit a player when throwing the ball, demands a pebble in the cap. The number of trials is unlimited, but each failure exacts one pebble. The player having the fewest pebbles when the game is finished, wins. Or, when a player has accumulated ten pebbles, he may be considered out of the game or "punished" in some way.

Ring Call Ball

Any ball.

The players stand in a single circle, facing the center. One stands in the center with a ball. He throws the ball into the air, at the same time calling the name of anyone in the ring. The one whose name is called runs into the center and tries to catch the ball before it bounces more than once. If he succeeds he may throw the ball into the air, calling another name, but if he fails he must return to the ring and the first thrower throws again.

Right and Left Relay

Any ball.

The players are divided into teams with a captain for each team, and line up as in Ball Passing Relay.

The captains start the ball down their respective lines by passing it to the right. The next player passes it to his left, the next to the right, and so on. When the ball reaches the last man all execute a right-about face and pass it back again in the same manner.

Failure to pass the ball to the left when received from the right, and vice versa, constitutes a foul. The team wins that first gets the ball back to its captain, provided it makes no fouls or makes fewer than its opponents.

Run and Throw Relay

Handball; playground ball.

Teams line up in files about fifteen feet from a rope or pole which is ten feet from the ground. On signal the leaders run forward, throw the balls under and up over the rope or pole, catch them, run back and give the balls to the next players. These players do the same thing. As each player returns with the ball, he takes his place at the back of the line, and the line moves up. Each player must continue to throw the ball over the line until a successful throw and catch have been made. That line wins whose players first make the circuit. This may be played with baskets on poles, and so played affords excellent basket-ball practice.

Spud

Any soft ball.

Players are numbered, as in Call Ball, and the person who is "it" throws the ball up, calling a number. The person whose number is called endeavors to catch the ball, but all the other players scatter and get as far away from the ball as they can. As soon as the "it" has possession of the ball, he must call, "Stand!" whereupon the rest of the players remain fixed on the spot where they happen to be. The "it" must also re-

main where he is, although he is allowed to take one step in any direction. He then tries to hit one of the other players with the ball, throwing it at "any one he likes," or "anyone he does *not* like," as the leader should say. If he succeeds in hitting some one, it counts as a "spud" against that player. If the player moves either foot in dodging the throw, it also counts as a "spud" against him. If the thrower fails to hit any player, it counts as a "spud" against *him.* When any player has two "spuds" against him, a penalty may be enforced. The following is suggested as a penalty.

Shot at Sunrise

The penalized party is stationed facing a tree or wall and the other players are lined up at a mark twenty feet away. They then are allowed to throw at him. It is simplest to begin with No. 1 and have players shoot in turn. Anyone failing to hit the "mark" must stand behind and cover him with his body; this means that the original offender may be struck only once or twice, while some subsequent poor marksman may be literally "shot to pieces." Each subsequent shooter who misses is obliged to cover as before, and this sometimes results in a line six or seven deep. The shooting line should be moved back to keep it twenty feet from the last target. After all the players have had one shot at the victim, he throws the ball up and the game proceeds as before.

Variation:

A variation of this game is to have the ball, after it is thrown up the first time, remain continuously in play, as follows: The one who throws it, if he misses, must recover the ball and throw again. If he hits a player, this one must recover the ball and call "Stand!" as before, and endeavor to hit somebody else. This

continues until some one has three spuds against him, and then he is "shot at sunrise."

When the playground ball is used, players should toss or bowl the ball, and not throw it overhand.

To prevent roughness, sometimes persons struck above the shoulders are not considered as hit.

Stand Ball

(Toss Ball)

Gas ball; rubber ball.

The players are seated. The teacher or leader stands in the front of the room and quickly tosses a ball to one of the players, who must stand to catch the ball and toss it back to the teacher. A player failing to do this is out of the game. This game is excellent in training pupils in quickness and accuracy.

Stool Ball

Any ball.

A stool, or box, or similar object (in the schoolroom, the wastebasket, inverted) is set out. The defender stands beside the stool and tries to prevent the ball thrown in turn by the other players from hitting the stool. The throwers stand on a throwing line from ten to twenty feet distant, and may not cross it. If the ball hits the stool, the one who threw it becomes defender. The defender keeps the ball away by batting or hitting it with his hands. If a player catches the ball as the defender hits it away, that player becomes defender. It is an honor to be defender. When players become very skillful at defending, two or even three balls may be put in play. The defender scores each time that he bats the ball away, except when the ball is caught. The one getting the largest score during the whole game, wins.

Table Football

Gas ball.

The players gather around a table or a sheet stretched tight, teams on opposite sides. A very light ball (a blown egg shell is very good) is placed in the center. On signal each team starts to blow, the object being to send the ball over the edge of the table on the opponents' side. Each ball so sent counts one for the senders. The table or sheet must not be tipped.

Tether Ball

Any small, light ball.

A wooden pole is placed upright so that it stands ten feet above the ground. It must be set about three feet in the ground so that it will not move during play. A black stripe should be painted around the pole six feet above the ground. To the top of this pole fasten a stout cord seven and one-half feet long. At the other end of the cord fasten a tennis ball in a netted cover. The ball is struck with tennis rackets in the hands of two players. (If it is impossible to have tennis rackets, bats the shape of a racket may be whittled from strips of thin wood about the size of a shingle.)

On the ground around the pole a circle should be drawn, about six feet in diameter. The circle should be bisected by a straight line twenty feet long. This line marks the separation of the territory for the players. Two spots should also be marked on the ground denoting the places from which the ball is to be served. These should be six feet from the pole, at the ends of an imaginary line crossing the first line at right angles.

The game consists, on the part of one player, in trying to wind the cord with the ball attached around the pole above the line by batting it. The opponent tries

to interfere and reverse the action of the ball by batting it in the opposite direction, and, for his part, to wind the ball around the pole in his direction. The players stand opposite each other with the pole between them. It should be the aim of both players to bat the ball so that it will wind up with one stroke, without giving the opponent a chance to bat. If the string winds around the handle of the racket, it is a foul. It is also a foul for the string to wind about the pole below the black mark. Fouls count one against the player making them and are deducted from his score. Turns are taken, each player having only one try unless he is successful, when he has another try. A player may not step on or inside the circle about the pole. The game is won when the string has been entirely wound around the pole above the limit line. The person wins who has the majority of eleven games.

Touch Ball

Any large ball.

The players form a close circle. One player stands outside of the circle and endeavors to touch the ball that is being passed on the inside of the circle. The one holding the ball when it is touched becomes "it" for the next game. If the ball is dropped, the player who drops it becomes "it."

Teacher Ball

(Teacher and Class)

Any light-weight ball.

The players who form the "class" stand in a line facing a child in front who is the "teacher." The teacher tosses a ball or bean bag to each child in turn. When a child misses the ball he takes his place at the

foot of the line; when he catches it he remains where he is. When the teacher misses the ball he takes his place at the foot of the line and the child at the head of the line becomes the teacher. The ball may be thrown underhand the first time, overhand the next time, etc. Then it may be thrown in any way to each child but it must be returned in the same way in which it is received.

Volley Ball

Volley Ball.

This is a good game—worth the effort that may be necessary to procure a volley ball and net. It is really a hand-tennis. The court is laid off according to space available, and the net is stretched across it, with its upper edge about six feet from the ground.

The game begins when a player from one team serves the ball by throwing it into the air, and hitting it with his clenched fist as it comes down, trying to drive it over the net. The server has two trials, as in tennis, and if he fails, the other side serves. The players on the receiving side return the ball by hitting it. Except in serving, only the palm of the hand may be used in hitting the ball. The ball is volleyed back and forth until it is dropped, or driven into the net or out of the court. It may not be held or thrown. It may be relayed among the members of a team to get an advantageous position for putting it over the net.

Only the serving side scores, and the scoring is done on the receiving side's failure to return the ball or keep it in the air. Twenty-one points is the game.

Other Ball Games

Animal Target
Balls and Funnels
Catch Basket

Circle Obstacle
Club Bowl
Crisscross Relay
End to End Bean Bag
Exchange Relay
Faba Gaba
Hide the Ball
Hoop Bean Bag
Number Toss
Overhead Bean Bag
Snatch
Target Toss—I
Target Toss—II

ATHLETIC GAMES

The classification "Athletic Games" may seem an especially arbitrary one, since, indeed, any active game may be called an athletic game. But we include here those feats, contests, and events which require more than an ordinary amount of physical ability or endurance. Many games of this group are suited to girls, although most of them are for boys. This is the section to which the teacher will turn when she wants a new game for an especially active group. Many of the games partake of the nature of stunts, and are well adapted for use on social occasions.

This section contains material that is helpful for field days or athletic meets. When possible, official measurements or specifications are mentioned, as in the Potato Race, the jumping contests, and the Indian Club Relay. There are included a number of games for Indian clubs and for the swatstick,—those for the latter piece of apparatus being used by the courtesy of A. G. Spalding & Bros., manufacturers of the swatstick. The swatstick is what the name implies,—a stick or club used for swatting objects or other players. It must therefore be neither too hard nor too soft. Homemade ones may be improvised, and will serve the purpose in proportion to their resemblance to the real article. In many of the swatstick games, strong knotted towels, known as "beetles," will prove good substitutes.

Satisfactory substitutes for the regulation Indian clubs are heavy glass bottles, such as are used to contain soft drinks, catsup, and the like. These are available for

every school and should be supplied as part of the game material.

For convenience this section is subdivided into Contests for Individuals, Team Contests; Jumping; Races; Swatstick Games; and Miscellaneous.

Contests—Individuals

Dog Fight

Two players go down on hands and knees, facing each other, a three-foot space between them. Over the heads of the two is thrown a knotted towel or a strap. This should be long enough to encircle the heads of both. The contestants must hold their heads well up to prevent this from slipping off. The contest is to pull the opponent off the mat, or to pull him a given distance, say three feet, or to pull the collar from his neck. Hands and feet must not leave the floor, of course.

Hand Wrestling

Two players stand facing each other with right foot advanced, clasping right hands. The aim is to cause the opponent to move his foot or to touch the floor with any part of his body. Variations are possible.

Hopping Chief

(Master of the Ring)

The players stand close together, in a hopping position. A circle is drawn around them. At a signal each player tries to oust others from the circle. Any player who puts one foot outside of the circle, or who touches the other foot to the ground, or unfolds his arms or falls down, is out of the game. The player

left in the circle is master of the ring. This is a strenuous game.

Indian Wrestle

Two players lie upon their backs side by side, legs extended in opposite directions. Their adjacent arms are locked. Their adjacent legs are raised and lowered twice and at the third raising are locked, each wrestler trying to bring his opponent's leg down in a manner which will cause him to change his position.

Rooster Fight

A circle four to six feet in diameter is marked out. The contestants step into this, and each, grasping his own ankles, endeavors to shove the other out of the ring.

A variation requires each contestant to stand on one foot, grasping the other behind him with both hands. In either case the player who is ousted, or overthrown, or who breaks his clasp, loses the contest.

Stick and Toe Wrestle

Two contestants sit facing each other, knees drawn up, and the toes of each touching those of his opponent. They hold a stick horizontally between them. Their hands should be placed alternately on the stick with a short space between them. At a signal each tries to pull the other off the floor or across a dividing line.

Stick Wrestle

(Stick Twist)

There are two forms of this.

I. Two players grasp a stick held at shoulder height in a horizontal position. The stick must be brought down between them, and the one who accomplishes

this successfully without having the stick twisted in his hands is the winner.

II. One player holds a stick in a horizontal position at arm's length above his head. The other player is, in a given time, to pull the stick down to shoulder height. The holder of the stick may choose the position of his hands.

Toe Wrestling

Two players sit facing each other and near enough so that when their knees are drawn up, their toes may touch. Each contestant passes a stick under his knees, then passes his arms about his knees and under the stick, clasping his hands tight in front. The wrestling consists in each player's endeavoring to get his toes under those of his opponent and in that way to throw him backward. To break one's handclasp is to lose also.

Contests—Teams

Circle Club Guard

Each child is provided with an Indian club and a ball. One child takes his place in the center and guards his club, which he has set up beside him. The children take turns throwing to knock down the center club. The one who succeeds goes into the circle with his club. The guard takes a club away from each child who throws without knocking down the center club. The number of clubs collected by the guard before he leaves the circle constitutes his score. He does not leave until his club has been bowled over. When he leaves, the clubs which he has collected are restored to their owners, and the new center player starts his collection.

Club Bowl

Players are divided into two teams. The players of one team form a circle and stand, each guarding an Indian club. The captain of the other team chooses one, two, or three of his players to stand in the center of this circle and bowl balls which shall knock down the clubs of the circle players. The center players score one for their team every time they succeed in knocking over a club. The time of each round is two minutes, and at the end of every round, positions are reversed, the bowling team becoming guards, and the guards sending representatives to bowl. In the ordinary game, the captain should choose bowlers in rotation, but in close games, or on special occasions, a picked team may be kept at work. Usually ten rounds, five for each team, is the game.

Exchange Relay

The players are divided into files with an equal number of children in each file. Stand an Indian club about twenty feet in front of each file, and another one about twenty feet back of each file. The first child in each file holds an Indian club, and at a given signal passes it over his head to the child back of him. This is continued until the last child in each file has the club. He runs back and exchanges his club for the one at the rear of his file, then runs forward and exchanges this one for the one in front of his file, takes his place at the beginning of his file, and starts the club back again. This is continued until each child is back in his original position. The file finishing first wins. Each time that the clubs are exchanged the ones on the floor must be left standing upright.

This and similar games give excellent training in speed and self-control.

Hopping Bases

Two teams line up on their respective bases, which are on either side of a center mark. At a signal each player takes position (on one foot, arms folded) and starts for his opponent's base.

The object is twofold: to enter the other base, and to keep the opponents from entering one's own base. This is done by pushing, but the original position must be maintained throughout the game. One who gets out of position must leave the game. When a player succeeds in entering the opposite base, the man playing opposite him is "out," but the successful player may return to assist his own side. The side whose men remain longest on the field wins.

Indian Club Relay

Each team or group lines up in single file, behind a starting line. On another line some twenty to fifty feet distant are drawn circles about three feet in diameter, two for each file, one behind the other directly ahead of their respective file. In the center of one of each pair of circles three Indian clubs are placed standing upright. On signal, the leader of each file runs forward and, with one hand, moves the clubs into the other circle. The clubs must be placed well within the circle and in an upright position.

When the player has done this, he runs back and touches the second player in the line, who is standing in readiness to receive the touch-off. The second player changes the clubs back into the first circle. So each player changes the clubs.

The team finishing first, and having the smallest number of fouls, wins. It is a foul (1) to use both hands; (2) to leave the line without the touch-off; (3) to leave a club knocked down; (4) to leave a club

in the wrong circle. It may be made an individual test by timing each racer and setting a standard; e. g., thirty seconds for three changes from a thirty-foot run.

Tournament

This game provides exercise and fun for a large number, and is especially good for interclass meets. Two teams of small boys are selected. These small boys, plumed "knights," carrying "lances" (sticks heavily padded at the end) ride into battle upon the shoulders of their "steeds" (the large boys). The game is, of course, to dismount one's opponent, and this is done by pushing him with the lance. The contest may be between individuals or between teams. In any case a single individual is the hero of the occasion, for the game continues until all but one are vanquished. The game may be made spectacular through the introduction of maneuvers, the awarding of a banner, and the like.

Tug of War

(Rope Pull)

The teams line up, the players of each team standing one behind the other, each having hold of a rope which is equally divided between the two teams. At a given signal they begin to pull on the rope. The team getting complete possession of the rope wins, or the team having the most of it at the end of a one, or two-minute period, wins.

Tug of War

(Chain Tug)

Teams line up behind their respective leaders, each man grasping the player ahead of him around the waist. The two leaders, facing each other, grasp a

stout stick held parallel to a horizontal line marked on the ground. At the signal, the teams pull, each endeavoring to bring all the members of the opposing side across the line.

To make it easier, a line may be arranged about five feet (or less) on either side of the line, and pulling the team over that line makes the other team the winner.

Tug of War

(Line Tug)

This interesting tug game may be played with or without a rope. In the simplest form the opposing teams line up on either side of a line drawn on the floor or ground. The game is to pull the members of the opposing party across the line. Any player so brought across the line joins his captor's team.

When a rope is used as the division line between the teams, they stand on their respective sides, with their hands on the rope. The pulling is done by means of the rope.

Another variation provides for the use of wands between each two of the opposing players.

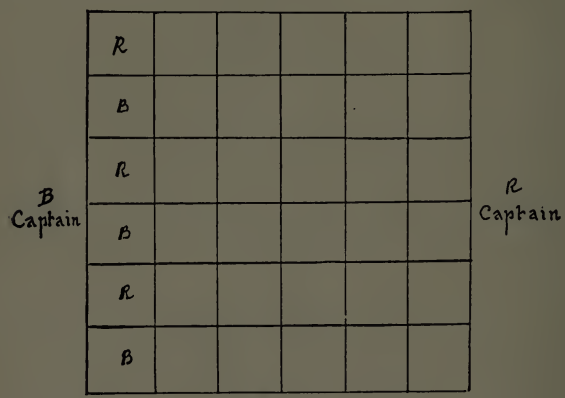
Zigzag Runner

The competing teams line up behind a starting line. A certain distance in front of this a goal is marked off. Ahead of each line are three or four Indian clubs, at distances of respectively four, six, eight, and ten feet from the goal. Each runner must zigzag between these clubs on his way to the goal, running a straight course back to the starting line. The usual relay play is used, and the line first finishing wins. A club knocked down must be replaced by the one who knocked it down.

Jumping

Box-Jump

Box-jump may be played with any even number of players over six. These players are divided into two even teams, Blacks and Reds. One player on each side is captain. The above diagram is drawn to represent six players, exclusive of the captains, who do not play in the big square. Draw within your big square as many small squares or boxes as the number, squared, of players on both sides (minus captains).



Box-Jump

These players are placed, alternately, in the right-hand line of boxes. The captains, who stand one on each side of the big square, give the orders for the men to move in the boxes. These orders run, on one team: "Box," "Jump," "Place"; on the other team: "Place," "Jump," "Box."

Suppose the Blacks are chosen (by lot) to move first. The Black captain calls, "Box." That means that all his men must move one square, in any direction they can. Then the Red captain calls, "Place." All of his

men either stay where they are or move to an unoccupied box. Next the Black captain calls, "Jump." If any or all of his men can jump a Red they must do so. A Red who is jumped is out of the game. If any one of the Blacks can jump another Red, he may do so and keep on until he has to stop. The man being jumped stoops as in "Leap Frog," and the jumping man must land in an open box. Next the Red captain calls, "Jump." Red men do as the Blacks did. All jumps possible must be taken every time. The Black captain calls, "Place." That order is carried out by the Blacks just as the Reds did earlier. Next the Red captain calls, "Box." The captains repeat the commands in the same order as before, until all on one side are out.

Jump the Shot

All the players but one stand in a circle. The extra player stands in the center and swings a rope weighted at one end around the circle. He swings the rope so that the weight comes in line with the feet of the players, who must jump to avoid being hit by it. Any player so hit is out of the game. The one who remains longest in the circle wins.

A bean bag is a good weight to use on the rope.

Standing and Running Broad Jump

Both boys and girls like to jump. The running broad jump and the standing broad jump are the most popular.

It is a very simple matter to construct a jumping-pit. A level stretch of ground should be selected for the runway, and a pit dug for the landing. The runway may be any length desired. The pit should be about eight by twenty feet; if used for older boys it will be necessary to have it thirty feet long. The pit

must be of loam, which should be sifted and made as fine as possible. A board should be inserted at the end of the runway, flush with the surface of the runway and pit. This is the take-off. In measuring the jump, take the distance from the take-off (the edge of board nearest the pit) to the nearest mark made in the pit by the jumper.

Standards set by one state as "levels of achievement which every boy or girl between 11 and 15 years of age ought to be able to reach" are as follows:

For those approximately 12 years of age, standing broad jump, 5 ft. 9 in; running broad jump, 10 ft.

For those approximately 13 and 14 years of age, standing broad jump, 6 ft. 6 in; running broad jump, 12 ft.

Further rules for the standing broad jump under which this test is given are: Each competitor is allowed three jumps, the best being taken as his record. The contestant may rock back and forth on his heels, but may not lift either foot clear of the ground, nor slide his feet. His toes may not project over the front edge of the board. Feet shall leave the ground but once in making the attempt to jump. If feet are lifted twice, or if two springs are made, it shall count as a trial jump.

Races

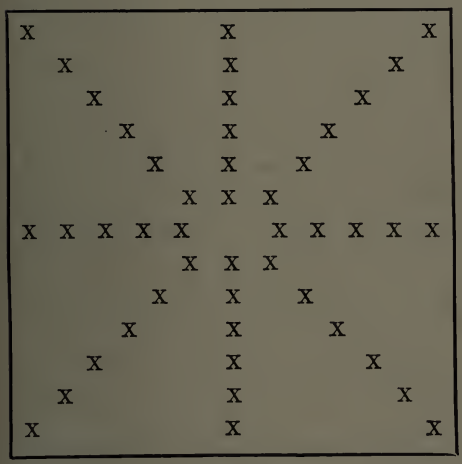
Circle Chariot Race

Players form a circle and number by twos. At a signal the first Number One locks arms with the next Number One at his right and the two run around the circle until they return to the place of the first runner. He resumes his place, and his partner goes on to the next Number One of his team and they go around the

circle in the same way. The second One resumes his place, his partner goes on to get the third player, runs with him, resumes his place, and so on, until all the Ones have run. At the same time the Twos have been going through the same procedure. The team that first completes the circuit wins the game.

Circle Relay

Players line up in single files, all facing a common center and resembling in formation the spokes of a wheel. At a given signal the outside player of each file faces left, and on a second signal each runs to the left around the circle. The player who first returns to his place scores one for his team. At a third signal these runners pass to the opposite, or hub end, of their respective files, facing the center. Signals are repeated and the new outside players then run. The team having the highest score when all have run, wins.



Circle Relay

Crab Race

Players take a crablike position, supporting themselves on hands and feet, heads erect. They line up and at a given signal race backward to their places on

a goal line some twenty-five feet distant. The one first reaching it wins.

The players present a very funny spectacle and the race calls for a good measure of "gameness" on the part of the players to keep the required position in trying to reach the goal. It adds to the fun to have a definite goal marked out for each player,—a three-foot circle or space on the goal line.

Going to the Fair

(Coat and Hat Race)

Partners are chosen,—a girl and a boy. At the starting goal outer clothing and paraphernalia for two travelers are piled. These may be as ridiculous and clumsy as desired—a coat with tight sleeves, bulky overshoes, a dress with long train, floppy hats, umbrellas and bird cages, all are desirable. Each couple in turn must go to the goal, don the garments (each may help the other), "travel" to the farther end of the room, come back and return the garments to the pile. The couple who completes the trip in the shortest time, wins.

Human Relay

This is a strenuous game but is enjoyed by boys. The players line up in teams on a starting line facing their respective runners, who stand on a goal line a given distance away. At a signal each runner races to the starting line, picks up the first member of his team and races back to the goal. The players who have been carried to the goal then run back and get the second men in their respective lines and return with them. These players, in turn, race back to get the next in line, and so on. The team whose men first clear the starting goal wins.

Hopping Race

The players line up on a starting line facing a goal. To "get set" they take the position for hopping, left foot held up firmly by the right hand. Upon reaching the farther goal they jump three times upon both feet, then resume the first position and hop back to the starting line. The player first to accomplish this wins the game.

Hopping Relay

Players line up in two or more files facing a goal some ten feet distant. On a signal the last player in each file hops on one foot to the goal and back to the starting line. When he returns to his place, he touches the next player ahead of him and this player immediately hops to the goal and back. The line whose players first finish wins.

If the game is repeated, the players should hop on the opposite foot. In case it is played in the schoolroom the players remain seated until it is their turn to hop.

Obstacle Race

This game is excellent for a field day or meet of any kind. The regular obstacle race, of course, is that of the gymnasium where equipment such as parallel bars, horses, vaulting bars, etc. is placed around the course. More fun is possible, however, with improvised equipment. Thus there may be a sawbuck to vault, one or two ropes strung up to jump over, a barrel to crawl through, and a bushel basket to carry. One variation provides for the carrying of a lighted candle as the last obstacle; another, for carrying a bean bag on the head. Many other variations will suggest themselves.

The players are arranged in equal teams, the first player of each team toeing a starting line. A course is laid out, either straight or circular, on which are

placed the various obstacles which each player in the course of his run is required to clear. At each of these obstacles should be stationed an attendant. The race may be run in heats of two, three, or four runners, and the winners of each heat meet in a final.

If desired, this may also be made a relay race. In this case the players are arranged in equal teams, the first player of each team toeing a starting line. At a given signal the leader of each line runs the course, returns to the starting line, touches the outstretched hand of the next runner who has moved up to the line, then steps to one side. The next players on the teams then run, and so on. The team whose last player first returns to the starting line wins.

Potato Race—I

The players stand on a starting line drawn across the ground. Beside each contestant is a basket or other receptacle and in front of each is a row of potatoes or blocks of wood placed about two yards apart. The number of potatoes used may vary but should be the same for each row. On signal each player runs from the starting line, picks up a potato, brings it to the basket, runs back for a second, returns that to the basket, and so on until all are in the basket. A potato dropped must be picked up before another potato is touched, and a potato missing or bounding out of the basket must be placed in it before the next potato can be picked up. The player getting all of his potatoes into his basket first wins; or if desired, this game may be played in heats, and the winners in each heat may engage in a final race.

As a variation this game may be played as a relay race. In this case the players are divided into groups which line up in single file, each leader toeing the

starting line, and having a basket beside him. The game is played as above described, except that when a player has placed the potatoes in the basket he touches the next player in his file and steps off the playing space. The team which finishes first wins.

To make this game a bit more difficult and to add variety, the players may be required to take up the potatoes on a teaspoon and carry them to the basket.

Potato Race—II

On a direct line draw four circles, 12 inches in diameter and five yards from center to center. A starting line, which is also the finishing line, should be drawn from five to ten yards from the center of the first circle and at right angles to the direct line.

On the first circle place a basket or other receptacle not over 2 feet in height and with an opening not exceeding 1 foot in diameter. The basket should contain three potatoes or blocks of wood 2 inches square.

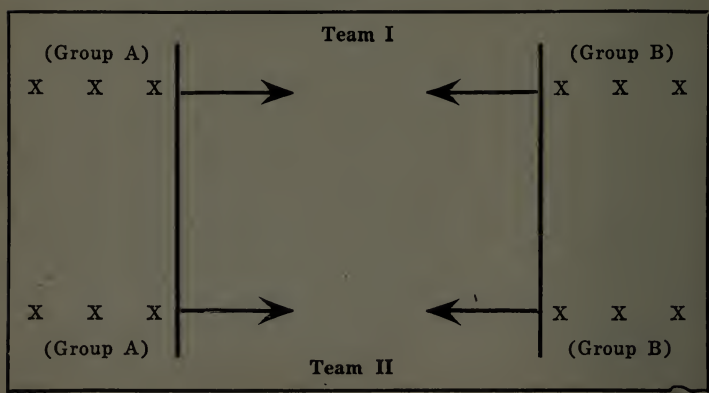
On the signal the player runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket), runs back to the basket, passes between it and the starting line, takes the second potato from the basket, places it in the second circle, returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in the third circle and runs back to the starting line. From the starting line the player runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato, replaces it in the basket, passes between the basket and the starting line, runs to the third circle, picks up the potato, replaces it in the basket and runs across the finish line.

If a potato is dropped anywhere except in the circle where it should be placed or in the basket, it must be picked up and properly placed before another is touched.

Shuttle Relay

(Double Relay)

The players are divided into two or more teams of equal numbers, and each team is again divided into two equal divisions, A and B. The leaders of each group stand on two opposite starting lines one hundred or one hundred fifty feet apart. The other play ers line up behind their leaders, as in any relay race. At a signal the leader of group A runs forward and touches the outstretched hand of the leader of group B (the other half of his team), facing him, who in turn runs to group A and touches off the next player, who has advanced to the starting line. As each player touches off the next one who is to run, he takes his place behind a restraining line to the rear or passes off the playing space. The team wins whose last player first crosses the opposite starting line.



Shuttle Relay

Single Relay Race

Competing groups or teams line up in single parallel files on a starting line some fifty feet from the goal line. At a given signal the leader of each team runs to the goal, touches it (or runs around it, according to the goal used), and returns to "touch off" the next player. That player runs to the goal and returns in the same way, as does each succeeding player. Each time a runner starts, the file moves up one place, thus bringing the next player to the starting line. The team wins whose last player first returns to the starting line.

No player may start over the line until he has received the touch-off. Failure to observe this rule constitutes a foul.

Traveling Bean

Contestants line up. Each has a spoon and a bean, which is placed on the floor in front of him. When the signal is given, each races to the goal, pushing the bean ahead of him with the spoon. Out of doors sticks and stones may be used, instead of spoons and beans, but a fairly smooth surface is required. This may also be played as a relay race.

Wheelbarrow Race

This is an amusing "stunt" for a school meet. Players line up in two ranks. The front player places his hands on the floor or ground and the back player grasps and lifts the ankles of the front player.

On signal the teams start for a goal a given distance away. When they return, the players' positions are reversed,—the drivers becoming wheelbarrows and the former wheelbarrows driving. The team first returning to the goal wins. Care must be taken to let the wheelbarrows set their own pace; the drivers merely guide and support them.

SWATSTICK*

Baste the Bear

One player, the bear, sits in a central place, on a stool. His keeper stands near him. They are joined by a rope about three feet long. Ten other players stand about in a circle and with their swatsticks try to "baste" the bear. The keeper, with swatstick in hand, tries to ward off the attack on the bear. If a player is tagged by the keeper or bear, he must become bear. The bear may choose his own keeper. The players may not begin their attack until the keeper calls out,

"Here is my bear;
Touch him, who dare."

Knotted handkerchiefs may be used instead of swatsticks. Undue roughness disqualifies a player. The bear and keeper may be joined by clasping hands or by holding a swatstick between them.

Blind Man's Buff

Two players are blindfolded and provided with swatsticks or with sticks heavily padded at one end. Each player has a guard to keep him from injury. On signal the players are turned around three times; then told to begin. Their attempts to swat each other and to protect themselves are ludicrous. Boxing gloves may be used in place of the sticks. Several couples may be in the ring at one time.

Blindfold Swatting Match

Two players are blindfolded and each given a swatter. They kneel facing each other and each places

* This and other Swatstick rules reprinted from Spalding Service Bulletin, A. G. Spalding & Bros., Chicopee, Mass.

his left hand on a book which has been laid on the floor near them. Each man has a coach, and whenever his coach says "Hit!" he is permitted to strike at his opponent.

Can and Swatter Boxing

A referee blindfolds two contestants, each of whom carries in his left hand a can containing pebbles and in his right a swatter. They rattle the cans continuously, endeavoring to locate each other by sound in order to land a blow with the swatter. To confuse the contestants the referee may also rattle a can and hit them occasionally with a swatter.

Double Swatter

This game is similar to Straddle Relay except that two swatters are used instead of one. Each is passed separately. At the start of the race, both swatters must be upon the ground in front of the line. The front player in the column picks up the first and starts it back between his legs. He then picks up the second swatter and passes it over his head. The player behind him receives the first swatter from between his legs and passes it over his head. The second swatter, which he receives from above the head of the man in front of him, he passes between his legs. This continues until the last player in the column receives the first swatter. He runs to the front of the column and starts passing it back between his legs. He then immediately returns to the rear of the column and receives the second swatter which is held for him by the last player. He carries this to the front of the column and starts it back by passing it over his head, and remains at the front of the column. By this time the first swatter has probably reached the last player of the column, and that one is now running forward with

it. The game ends when the last player to run, places the first swatter in front of the column, runs back to the rear for the second swatter, and crosses the finish line with it in his possession.

Heave Ahoy

Blindfold two opponents, each of whom has a swatter. Tie a rope around their waists, allowing ten feet or more slack between them. They haul in on the rope to locate each other and try to hit each other with the swatter. At the blowing of the whistle by the referee, they must release their hold upon the rope and go back until the rope is taut between them. The blind of one can be removed after a while without letting his opponent know.

Hello, Mike!

Two blindfolded opponents lie upon the floor, face down, with their heads toward each other and about a foot apart. They reach above their heads with the left arm, grasping hands. Each holds a swat club in his right hand. Number One says, "Hello Mike, are you there?" Number Two is required to answer, "I am," trying to deceive his opponent as to location, by rolling to one side or the other. Number One takes one swing with his swatter at the point where the voice comes from. Number Two then asks the question, and the game continues.

(Considerable amusement is afforded when the blindfold of one of the contestants is removed.)

In and Out

Players stand in the stride stand position, with a swatter on the line in front of the first contestant. At the start signal the swatter is rolled back between

the legs of the players in the column until it reaches the back of the column. Here it is picked up by the end player, who runs forward to the right of the player in front of him, to the left of the second, to the right of the third, etc., until he has reached the front line, whereupon he runs to the distance line, which he touches. Returning to the front of the column, he starts the swatter back between his legs. When every player has carried the swatter forward, the last player finishes the race when he crosses the distance line.

Over the Top

Players stand in two or more equal files. The leader of each file has a swatter. At the start signal the swatter is passed back over the head by the first player to the second, and so on until it reaches the last player. Every player in the column must grasp and pass the swatter. The end player carries the swatter forward over the backs of the players in the column in front of him, who assume a stooping position. As soon as he reaches the front of the line he runs to the distance line, and after touching it he returns to the front of his column and starts the swatter back over his head. When every player has carried the swatter forward, the last player finishes the race when he rushes forward across the distance line.

Over and Under

Like Over the Top (see above) excepting that every other player must pass the swatter between the legs.

Partner Tag—I

The players are paired off in twos and lock arms. Each man is equipped with a swatter. The partners who are "it" chase the other partners about and try

to hit them with the swatter. If a couple is hit, the couple who were "it" immediately drop the swatters, and the ones who have been hit pick up the clubs and proceed to chase another couple. The fun in the game is produced by each partner trying to go in an opposite direction after different opponents.

Partner Tag—II

(Partners Run)

All players but two lock arms and couple. Of the two who are free, one is "it" or chaser and is armed with a swat club, and the other is the runner. The runner may save himself by locking arms with either member of any couple he chooses. Whenever he does so the third party of that group becomes the runner and must save himself in like manner. If the runner be tagged by being hit with the swat club at any time, he becomes "it" or chaser, and the chaser becomes the runner. To get the proper sport into this game, the couples should run and twist and resort to any reasonable maneuver to elude the runner, who is liable at any time to lock arms with one of them and so make the other a runner. For large numbers there should be more than one runner and chaser.

Rope Swatting, Blindfolded

A referee blindfolds two players and gives to each two swatters. He leads them toward each other until, by holding out their left arms, they can reach each other's chests. This is their regular distance. While they are in this position, the referee ties one end of a rope about the left ankle of each contestant, fastening the other end to something solid about fifteen or twenty feet to the rear. The opponents shake hands and are then led to opposite corners of the room.

While they are here, the referee, unknown to them, ties a knot in the rope of each. This takes up two or three feet of each contestant's rope.

The timekeeper calls time and the referee leads the players to the center of the room. They will be about four or six feet apart now and will be unable to touch each other. The referee has a swatter and shakes hands with the competitors, making each think it is his opponent, and the contestants square off. As the timekeeper calls time, the referee hits their swatters on both sides and quickly gets out of the way. Each, thinking he is near his opponent, will swing widely at him. The referee keeps them guessing by occasionally hitting them on the arms or by hitting their swatters. After they have been fighting for a minute, the timekeeper calls time; the contestants, still blindfolded, rest for a minute. Meanwhile, the referee ties another knot in the ropes, thus taking up another foot or two of it. When the timekeeper again calls time, the contestants will be about ten feet apart. The referee continues to do as before. After they have given a good exhibition of swatting into space, the timekeeper calls time, and the referee removes the blindfolds.

Straddle Relay
(Club Hustle)

The players are divided into two or more equal teams, with a swatter on the line in front of the first player in each team. The players line up in single file behind their respective leaders and assume the stride stand position. At a given signal the leader of each team passes the swatter between his legs to the next player behind him, who passes it in the same manner to the next player, and so on until the swatter reaches the last player in the file. It is then picked up by the

end man, who carries it forward on the left side of his file, to the starting line, which he must touch. He then returns to the front of his file, where he faces about and passes the swatter between his legs to the next player. The game is continued as before, the ball being passed again to the back of the file where it is picked up by the end man, who repeats the performance of the first end man. The team wins, whose first player, after receiving the ball at the end of the line, first crosses a finishing line some distance in front of the first position.

Miscellaneous

Circle Spinning

Boys find this game very interesting. The players form a close circle. One boy stands in the center and makes himself perfectly rigid. On signal, he falls into the hands of one of the circle players. That player catches him and passes him on. So the center player spins around the circle, keeping himself rigid, and pivoting on his feet. If he falls through his own fault, he must pay a penalty. If a circle player allows him to fall, that player must go into the center.

Eskimo Coasting

The Eskimos have a coasting game which is adaptable to any school where there are coasting facilities. They play the game somewhat like this. Each player has a sled, a bow, and several arrows. A broad hill is chosen and reindeer horns are stuck into the snow at intervals across the hill at about half the distance down. The players then start coasting from any place near the top, and as they come down they shoot at the horns with their arrows, trying to "kill a deer." The

one who first dislodges a horn with his arrow or "kills a deer" is the winner.

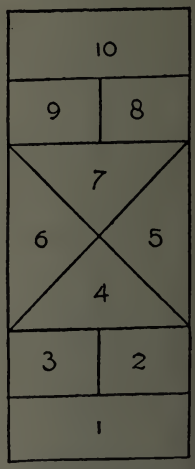
Now substitute snowballs for arrows and a target for the horns, and we have a game which will appeal to the American boy and which is within the means of most children. The target can easily be made by the boys and furnishes a very good project for the manual training class. A wooden box from the store may be used for the material. The face of the target should be a yard square. Three concentric circles should be drawn upon it. The outer circle should be nearly a yard in diameter, the second about twenty inches, and the inner about ten inches. If it is possible to secure paint, the inner circle might be painted black, the next ring blue, and the outer ring red. A line of coasting on the hill at hand should be determined upon, and the target should be placed at one side of the line at a distance to require some skill in making points. This distance will depend upon the size of the players. Thirty or forty feet from the line of coasting is a good distance with which to start.

The target should be placed about halfway down the hill and nearly parallel with the coasting line. Then two points are chosen; one, the starting point, at or near the top of the hill, and another point at or near the foot of the hill. The players must ride upon their sleds from the first to the second every time they slide. The balls may be thrown at any time after the sled starts, and not more than three balls may be thrown at a slide. Every ball hitting the outside ring counts one for the thrower. Every ball hitting the second ring counts five. All balls hitting the inner circle count ten. The child making the twenty-five points first wins. Of course it is understood that all balls must be thrown while the child is sliding and that he

cannot stop his sled after starting until he has reached the goal at the foot of the hill. It is best to choose a moderately steep hill for this game.

Hop Scotch

The children should be divided into small groups so that their turns may come around frequently. There will be a diagram for each group. The first child to take his turn tosses a small flat stone into the space marked 1. He then hops in after it, landing on one foot, picks up the stone, turns with a hop, and hops out again. If he does this successfully, without putting his other foot on the ground or without touching a line, he may toss the stone into the space marked 2. He hops into space 1 on one foot, then hops, landing with his right foot in space 2 and his left foot in space 3, picks up the stone, turns, reversing the position of feet, hops into space 1, landing on one foot, and hops out. If this has been successful he may try for space 3 in the same manner. When he tries for space 4 he lands in space 1 with one foot, in space 2 and in space 3 with one foot in each space, and in space 4 with one foot. Wherever one space goes across the whole diagram, only one foot is used; where two spaces are beside each other, one foot is put into each space. When an error is made the next child takes his turn. When the second turns come around, each child continues from the last space where he was successful. The child finishing space 10 first wins.



Hop Scotch

Skinning the Snake

Two teams line up in single file; one behind the other, some distance apart. (The best formation places the shortest players at the end of each file, the tallest at the beginning.) Each player bends forward and extends his right hand back between his legs, while with his left hand he grasps the hand of the player in front of him. When all are in position, the signal is given, and the "skinning" begins. The line backs up gradually, the player at the rear of each line lies down on his back, keeping his feet together and still retaining his grasp of the hand of the player in front of him. The next player walks astride over his body as far as possible and then also lies down. This continues, each player lying down when he becomes the last in line, until finally all are down, forming a compact line. Then the player last to lie down rises and goes forward astride the line and pulls up the player next behind him. The other players rise in the same way. The line must not be broken and no player must let go of the adjoining player's hand. The team which first regains its original position wins. Boys enjoy practicing this in a single line.

Other Athletic Games

Ball Chase
Bull in the Ring
Chalk the Arrow
Circle Race
Circle Relay
Fence Tag
Follow the Leader
Hang Tag
Hare and Hound
Hill Dill

Mount Ball
Poison
Prisoner's Base
Pursuit Relay
Relievo
Siberian Man Hunt
Snow Man
Tag the Wall Relay

QUIET GAMES

The games in this section are classified as "quiet," not because they are necessarily lacking in activity, but because they do not call for such strenuous physical action as do many others. While some of the games, such as "Huckle, Buckle, Bean Stalk" and "Stage Coach" might be designated as "quiet physical," the greater number might be termed "quiet intellectual." They involve mental exertion,—not the tiring mental exertion required in studying, but the refreshing, stimulating sort in which children delight. Examples of the latter games are "Apprentice," "Penny Search," and "Hidden Words." The teacher must exercise her own judgment in selecting from these Quiet Games those which best fit her needs, using those adapted to the age and ability of the pupils with whom she has to deal. She will of course choose the simpler ones for children who have had little training in such games, and will undertake the more difficult ones with older or more resourceful players.

Quiet games serve a variety of purposes. There are times, both at school and elsewhere, when only a quiet game is desirable. They are popular at social gatherings, and the teacher will find them especially useful for such occasions. Many of the games demand some simple equipment, such as pencil and paper, printed or written words, or the like. Sometimes flat surfaces or tables are required. These "table games" may be played progressively, and it will be found that in themselves they will often provide sufficient material for an afternoon's or evening's entertainment.

Alphabet Answers

The general idea of this game is to have a set of questions which are to be answered with words that begin with prescribed initials.

There are many variations. One is called "Describing My Friend." In this, the set of questions pertains to the "friend," and they must be answered by words which correspond to the initials of the friend's name. An example follows. (Friend's name—Anna B. Chase)

1. What is her general appearance? Ample, buxom, chocolate colored.

2. Describe her disposition. Amiable, bright, cheery.

3. Whom does she like? All but Charlie.

4. What games does she like? Authors, Buncum. Chess.

5. What kind of work does she like? Anything but cooking.

6. How does she get on in school? Ask better children.

Other questions may be added or substituted.

In another form of the game certain names are given, and the players are expected to give characteristics in a group of words corresponding, of course, to the initials of the name, as:

Robert Louis Stevenson—real, lovable, stylist.

Ernest M. Shackleton—energetic, masterful, scientist.

In still another form the description is given first, and the players find names that fit, as:

Only human—O. Henry.

Made Tom—Mark Twain.

In the first case children are trained in selecting adjectives and apt words. The second method involves

a recalling of facts. All varieties can be applied to all subjects.

Anagrams

Children delight in these. Making the anagrams and solving them may be two parts of one game.

The game consists in rearranging jumbled letters so that they form words. Example:

Flowers

1. sadyi—daisy
2. piltu—tulip
3. menaneo—anemone
4. sero—rose
5. leviot—violet

Usually a certain classification is given, as fruit, author, mountain in South America, English author, and the like.

Apprentice

This is a quiet sitting game and is played in turn. The first player begins, "I apprenticed my son to a grocer, and the first thing he sold was C." (One may apprentice the son to any trade, naming the initial letter of the first article sold.) The next player guesses "Cocoa." That is not right, so the one sitting next tries "Coffee." This proves to be the article in mind, and this player takes the turn and says, "I apprenticed my son to a baker and the first thing he sold was a M. P." "Mince Pie," guesses his neighbor, and continues with a butcher, whose apprentice sells some M. C., which prove to be "Mutton Chops."

Atlas

This is a very delightful game in which the modern Atlas carries, perhaps not the world, but all of a very

large number of burdens that the children wish to give him.

One player is the great Atlas, to whom each of the other children gives a burden (a word). One child gives him "a hat," and Atlas repeats that word; the next adds "a puppy" perhaps, and Atlas says "a hat and a puppy;" another adds "a mountain" and Atlas says "a hat, a puppy, a mountain." So the game goes on, each child adding something to the load of words that Atlas has to carry. When he omits or misplaces a word, another is chosen to be Atlas.

With older children, qualifying adjectives may be used also, making the load more difficult to carry.

Authors

The regulation game of Authors may be obtained at a store, but if the children make their own sets, they may introduce new titles and authors and add interest to the play. Great care, and as much art as possible, should be used in the making of the cards. A pack consists of twenty "books," and each book contains five cards. On one card of each book the author's name is given at the top, and following it are the names of four books written by him. Each of the five cards of that book contains the same information, but in varying order. The name at the top of the card gives the name to the card. It is printed in larger type.

The cards are distributed equally among the players. The object of each player is to obtain by "calling" all of the cards of one book. The player at the left of the dealer has the first turn to call. He decides upon the set which he wishes to complete, and calls upon whom he will to give him the desired card. If the player called upon has the card, he must give it up.

The calling player continues to call until he makes a demand which cannot be satisfied. Then the next player takes his turn. Shrewdness in observing the results of the "calls" of others helps a player to make his own "calling" move successful. The player who has the greatest number of books at the end of a given time, is the winner.

Bird, Beast, or Fish

One player stands; the others are seated. The player standing calls "Bird, beast, or fish!" and repeats one of these classes as he throws a knotted handkerchief or soft ball (crushed paper may be used) at some player who is seated. The one hit must immediately answer with the name of some member of the class asked for, as "bass," if "fish" has been called. This must be done before the player who is standing can count ten. If the child hit fails to name a specimen, he becomes thrower. If he names one, the thrower hits some one else. No repetition of names is allowed. This is an excellent game to stimulate quick thinking.

Birds Fly

Players sit with their hands quiet in front of them. The leader, standing in front, calls, "Birds fly!" at the same time raising his hands in a fluttering motion. All of the players do likewise whenever he names anything that flies. But when he names something that does not fly, any player who follows his motion must pay a forfeit or drop out of the game.

Charades

This old game is productive of much fun and ought to be familiar to every child. The players are divided into two or more groups which take turns in acting

out given words. Play upon words is allowable and results are often amusing. Suppose the word chosen to be "Antarctic." The group may work out, through words, "aunt," "ark," and "tick." For example, one player personates an aunt, and is solicitously treated by the others; then an ark is discussed; then in one or many ways the word "tick" is mentioned. This goes on for a given length of time, or until the word is guessed. If the word is not guessed, that group has another turn.

Suggestions for words:

Infancy—In-fan-see (sea)
Aeroplane—Air-oh-plane (plain)
Heir
Penitent—Pen-eye-tent
Manicure—Man-eye-cure
Handicap—Hand-eye-cap
Fellow—Fell-low
Kingdom—King-dumb
Babyhood—Baby-hood

Before acting out a word the team leader should make some such announcement as follows: "This is a common (proper) noun of — syllables which will be acted out in — distinct syllables. The first represents the first syllable; the second, the second syllable," etc. It is best to give a separate act for each syllable and a final one for the entire word.

Clumps

(Diplomacy)

Players are divided into two groups, each with a captain. The two captains go out of the room, and select some word or object to be guessed. When they return, each captain goes to the players of the group opposing him. These players try, by means of ques-

tions, which he may answer only by "Yes" or "No," or "I don't know," to discover the word which he has in mind. The group first guessing the word correctly wins. They announce their guess by clapping hands, and then choose one player from the opposing side. The captains return to their respective sides, and each chooses a player to represent his side in selecting another word to be guessed.

Circular Tit-Tat-Toe

This game provides for a larger number of players than the ordinary Tit-Tat-Toe. A circular diagram is drawn. It may be any size and may have any number of divisions. The compartments may be numbered by 1's or by 5's or 10's.

Circular Tit-Tat-Toe

The center compartment is always the smallest. Each player takes a turn, *with eyes shut,* in moving his pencil around in the circle while he says,

"Tit-tat-toe, here we go,
Ten jolly sailormen, all in a row."

His pencil stops on the last word. Whatever space is touched by the pencil gives him his count. That is, if his pencil falls on 5, he wins 5 points; on 10, 10 points. This space is then crossed out on the circle. If his pencil falls on a line or on a space that has been crossed out, he does not score anything. Touching the center compartment wins the game.

Crambo

In its simplest form this game is enjoyed by the youngest children, and may give drill in literature or other subjects.

The child who is "it" thinks of a word and tells the other players a word that rhymes with it. A player who thinks he knows the word asks a question which shows the word he has in mind, and the player who is "it" answers "Yes" or "No," as the case may be. For instance, the child who is "it" says, "I am thinking of a word that rhymes with *call.*"

1st Guesser—Is it what Humpty Dumpty had?
It—No, it is not *fall.*
2d Guesser—Is it something we roll on the floor?
It—Yes, it is *ball.*

The player who guesses correctly chooses the next word to be guessed.

Cross Questions

The players are divided into two equal groups and arranged so that each player is seated or standing opposite a partner. The player who is "it" walks around the rows, and when he is back of one row, asks questions of the players in the row facing him. In each case the question must be answered by the partner of the player addressed. If a player answers a question that is addressed to him, he must pay a forfeit. So, also, must one who does not answer correctly. The game is productive of much fun and may be used with profit in connection with geography, history, or mental arithmetic.

Classifications

This game may be correlated with any subject. It is played with cards, upon each of which is printed one letter of the alphabet. Each player draws a card in his turn. Before looking at the letter, he must name a certain class of words or objects: as in grammar, parts of speech; in geography, places, industries, or

the like; in history, events or persons; in nature study, flowers, birds, etc. As soon as the player has named the class, he shows the card drawn. The first player to name an object beginning with the letter on this card, and belonging to the class named, receives the card. For example, if "birds" was the class named and "n" the letter displayed, an alert player might shout "Nightingale!" and win the letter. The player having the largest number of letters at the end of the game wins.

Dumb Crambo
(Acting Crambo)

The idea of this game is the same as that of Crambo, except that the word guessed must be acted out instead of being written or spoken. Here, also, a division into teams is desirable. The members of one team select some verb and tell the opposing side a word which rhymes with the verb chosen.

The second group decide upon the verb which they think is the right one, and act it out before the first group. If it is right, the first group clap their hands; if wrong, they shake their heads, and the second group guess and act out another verb. The teams change places when the word has been guessed correctly.

Fire, Water, Air, Land

One player stands in the center of a group seated in a circle, and throws a knotted handkerchief or soft ball at some member of the group, saying at the same time, "Fire, water, land, air," and then repeating one of these classes. If he repeats "water," "land" or "air," the player hit must respond quickly with the name of some inhabitant of that particular realm. If the word "fire" is repeated, the player struck must

remain silent. A player who fails to answer promptly, or to keep silent at the proper time, must pay a forfeit.

Famous Men

Have the children make cards similar to those used in Authors, but containing instead the names of great men, such as statesmen, heroes, and inventors, with their respective deeds and inventions. Play the game as in Authors.

Flower Pit

A delightful game for the noon hour on a rainy day is "Flower Pit." The rules for the game are the same as those for the popular Pit game. Instead of the names of grains, the cards should be marked with the names of flowers.

There should be nine cards each of the following flowers with their marked values:

Pansy	50
Daisy	60
Violet	70
Rose	80
Lily	90
Tulip	100

The cards should be shuffled thoroughly and dealt to the players. Each player should have nine cards of various kinds. Each should then sort his cards, find of which he has the most, and decide mentally which flower he will "corner." The dealer having waited about half a minute for this sorting, calls, "The pit is open!" Each player immediately, without waiting for turn, begins to exchange from one to four cards as quickly and as often as he can. The object is to trade cards he does not want, hoping he will get in exchange cards of the kind he wishes to corner.

In this trading the player selects from his hand any card or cards (all of the same kind) that he wishes to exchange and, holding up these cards, calls rapidly thus: "One! One! One!" or "Two! Two! Two!" etc., according to the number of cards he wishes to exchange. He continues calling until some one exchanges with him. Whoever wishes to exchange this number of cards with him must call the same number in return, and take the cards, giving an equal number from his own hand.

When a player has nine cards of one kind, he calls "Bouquet!" He scores whatever amount is marked as the value of the flower he corners. The first player scoring three hundred points wins the game.

Gossip

Players are seated in a row. The leader whispers a sentence rapidly into the ear of his neighbor, who whispers what he *thought* he heard to *his* neighbor, and so on, to the end of the line. The sentence cannot be whispered more than once to any player. Beginning with the last player, each tells what he *thought* he heard.

Hidden Proverbs

One player leaves the room. The others select a proverb for him to guess, each player having one word of the proverb assigned him. When the player returns, he asks a question of each in turn, and each must include his word in the answer. For example: The proverb is, "Make hay while the sun shines." The first player uses the word "make" in his answer; the second uses "hay"; the third, "while," and so on. If there are more than six players, the next group begins with "make" and goes through the proverb again, giving different sentences.

When the player who is "it" has guessed correctly, he may choose his successor.

Hidden Words

This pastime of finding hidden words is very much enjoyed by all children as soon as they possess sufficient word knowledge.

Specially prepared sentences are necessary for this, but skill in preparing them is easily acquired, and older pupils will help, finding it a game in itself to make the puzzles. In the following examples the hidden words are italicized. In this case they are dairy products.

1. *But Ter*rence, you cannot go.
2. He bought an a*cre a m*ile from home.
3. Ha*mil k*nows what he should do.

It is preferable to have a definite kind of words hidden in each group of sentences. Animals, flowers, and proper names are good subjects. With older pupils the hidden names of cities, states, etc., may be used.

Huckle, Buckle, Bean Stalk

One group of players leaves the room. Those remaining in the room hide a large Lima bean. It should be placed where it cannot easily be seen, yet should not be completely hidden. When it has been hidden, the group outside is recalled, and all begin to hunt for the bean. As soon as a player sees it, he immediately goes to his seat and says, "Huckle, buckle, bean stalk." The game continues until all the players have discovered the bean, when the other group hides it.

If there are only a few players, only one may hide the bean, the other players leaving the room. The game may also be played by hiding a ring, thimble,

or other small object. An interesting variation is to require each player who discovers the object to take his seat and begin to whistle or sing. This makes a good game for a social gathering.

How Do You Like It?

One player goes out of the room and the other players decide upon some word to be guessed by him. When he returns, he asks questions of each one, such as, "How do you like it?" "When do you like it?" and so on. He decides from their answers what the word is. The one giving the clue is "it" the next time.

Illustrator

Each player is given a large sheet of paper, on which are numbers from 1 to 10 or from 1 to 15. The leader reads a list of persons' names, allowing long intervals between the names. For every name that is read each player is to illustrate by a drawing something in connection with the person named; an episode in his life, a characteristic or a discovery or invention of his, etc. For example, the illustration for Franklin might be a kite or a boy with a loaf under his arm; for Dick Whittington, a cat or bells; for Sir Walter Raleigh, a cloak or a puddle of water.

The results will be very amusing. Sometimes the poorest "artist" will make the most significant representation.

Identify

This is a good "ice-breaking" game. The hostess or leader pins on the back of each person the name of some animal, and provides him with pencil and paper. The object is for each player to find out and write opposite every person's name, the animal which he represents, and at the same time to prevent others from

discovering his own identity. The person having a complete list, who is named the least number of times on other lists, is considered the winner. No person may stand for more than an instant with his back against anything.

Illustrations from advertisements may be used instead of the names of animals.

In a large gathering where people are not acquainted, the players need not be required to list the real names of others but merely the names which are pinned on their backs.

I Have a Bright Idea

One player who is "it" leaves the room, and those remaining choose the name of some object in the room. The one who left the room is called in and some one says to him, "I have a bright idea." "What is it like?" he asks. The answer is, "It is like you." Then "it" must say, "In what respect?" If the stove was chosen, the answer may be, "Because it stands on its feet," or "Because it eats a great deal (of wood)," etc. "It" is allowed two guesses. If he guesses correctly, he may choose a successor. If he fails, the one who "had the idea" may take a turn at guessing or may choose some one else to be "it."

I Have a Little Dog

This is another interesting variation of the Alphabet Answers idea. (See page 264.)

The players stand in a row. The leader says, "I have a little dog." The first player gives a sentence about the dog, using an adjective beginning with "a" to describe him, as "He is an active little dog." The next player must give an adjective beginning with "b," as "He is a busy little dog." This goes on until the

alphabet is exhausted. Or, the leader may name a particular letter that is to be used when he gives the sentence, and every one must use that letter until it is changed. Those failing to give a sentence in the brief time allotted may go to the foot of the row, or may sit down. The one who remains standing longest wins. This is sometimes called "The Minister's Cat." The players describe the minister's cat by using descriptive adjectives as in the above.

Imaginary Hide and Seek

All players are seated. One is the hider. He imagines himself hidden in some place (for example, the clock or the bell). He then says, "Where am I hiding?" to each player in turn. The player who guesses correctly is the next hider.

Initials

The players are divided into teams. The opposing teams line up, facing each other. The captain on one side names an animal, flower, city, river, or something from any class of objects, beginning with "a." His opponent does the same, and the game goes on, the players on the teams naming objects alternately, until a player of one side fails to give a name with the required initial. That side loses one of its members to the other side. Then the letter "b" is taken, and so on until time is called, when the side having the most players is pronounced the winner.

Ironing Board

One player is selected to leave the room, while the others decide upon a word for him to guess. When he returns, he asks questions of each in turn, and each must give an answer involving the word selected, but

must substitute the word "ironing board" for it. For instance, suppose the word "watch" be chosen. The guesser asks, "Did you ever see one?" The player addressed may say, "Yes, indeed, an ironing board is a very common thing."

Questioner—Do you own one?

2d Player—I wouldn't be without my ironing board.

Questioner (*to 3rd player*)—Where does he keep it?

3d Player—I don't know where he keeps his ironing board. I keep mine in my pocket.

Questioner (*to 4th player*)—Have you one?

4th Player (*bringing in a new meaning of the word*)—You'd better ironing board me and see.

This questioning is continued around the circle or until the word is guessed. The one who gives the clue is the next guesser. If a guesser gives up, he must try again on another word. The use of a word with a double meaning adds to the fun. Sometimes the word "teakettle" is used, instead of "ironing board."

I Wonder

(Throwing Light)

This game is an interesting variation of Ironing Board which older players will like. Two players agree upon a word and start a conversation which shall contain hints as to what it is. Whenever another player thinks he knows the word, he enters the conversation. He must always precede his first sentence with the words "I wonder." The players in the secret may judge from that sentence, or from one or two following remarks, whether he has guessed the right word. If they have reason to doubt, they may test him by pertinent questions, also preceded by the phrase "I wonder." If he answers satisfactorily, he

may continue in the inner circle. If he proves to be wrong, he must leave it.

The following is an example. In this "May" is the word chosen.

1st Player—It is a lovely time.

2d Player—Yes, and I like its blossoms (referring to May flowers).

Guesser—I wonder if you like the apples, too (referring to May apples).

1st Player—I wonder if you can tell what comes before it.

Guesser—Showers, usually (referring to April showers).

Keen minds will make this game most interesting. The object is always to converse so that only those in the secret, and not the outsiders, will understand the allusions.

Jig-Saw Puzzles

As this is a progressive game, several tables or desks are needed. On each table is a box containing a jig-saw puzzle. These should be graded in difficulty, according to the ages of the players. Each player sets to work to put his puzzle together. At a given signal players change tables or desks. Each puzzle completed in the allotted time gives the player ten points. Partners may be permitted, and this adds to the fun. Picture post cards, bird pictures, and, for older players, maps, etc., are good material to use as puzzles.

Lists

Each player takes pencil and paper. The teacher gives the name of a general class of objects, and an initial. Using this initial as the first letter of each word, the players write the names of as many objects

belonging to the class given as they are able to do in one minute.

Birds, flowers, cities, rivers, pictures, etc., are some of the more obvious classes. Some that might tax the thinkers more are: building materials; labor-saving devices; great men of to-day, and so on.

Teams may be chosen, and scores kept.

Lost Identity

This game is an unusually good one for correlation with history or literature. One player leaves the room, and the others choose some character whom he is to represent when he returns. He is to guess his identity from the questions and remarks which are addressed to him. He may ask three questions to help him, but these may not be answered by "Yes" or "No." The player giving the clue is "it" for the next game.

Logomachy

This interesting game requires a large number of cardboard letters. The letters are placed face down on the table, and each player draws one. The first play is given to the player who draws A, or the letter of the alphabet nearest A. Then, beginning at his left, each player places his letter, face up, on the table in front of him. Each draws again and places the letter in front of him. Any time that a player can make a word out of the letters in front of him he does so and "retires" the word so made. If a player wishes, he may draw from the letters in another player's lot, if he sees among them one that would complete a word. This is done in his regular turn instead of drawing from the pile. At any time, a player may take a word that has been made by another, if he can change the word by the addition of a letter or a word in his possession.

For instance, if he have an "e," he may appropriate his neighbor's "top" and make "poet" out of it; or he may add "skin" to "seal" and make "sealskin." The player having the largest number of words at the end of a given time wins.

Lyceum Bureau

This is an excellent way of giving an entertainment. The director and his assistant, very businesslike, and rather crabbed, are at their office trying out candidates for their lyceum circuit. Each candidate demonstrates his talent or accomplishment. Some are really good, others are ridiculous. Much depends on the director and his pertinent remarks,—rejecting one because he wiggles his ears, accepting another because she can wear the costume of her predecessor, though her singing is atrocious, and the like.

Masquerade

One player leaves the room. Those remaining decide upon the character whom the absent player is to represent. He returns and must guess from their actions and conversation whom he represents. If, for instance, he is Columbus, he may be greeted by a chorus of jeers and insinuations that he is crazy; later, treated with respect, and finally carried off to prison. If he is the King of England, he is treated with homage, and so on.

The Moving Ring

(Find the Ring)

All the players are seated in a circle, except one of them who stands in the center. The circle players hold in their hands a stout string that passes around the circle. A ring is hung on the string and is moved around the circle, from player to player. The center

player tries to find the ring; the others try to conceal it. If the center player thinks he knows where it is, he calls the name of the player who has it. If he is right, that player must go into the center. Two rings going in opposite directions make the game more interesting.

Mosaics

A list of unrelated words is given each player. This list must contain all the parts of speech, though in any proportion. Each of the players writes a "story" containing these words in their given order. The best story wins.

Mysterious Couplets

(Progressive Poets).

Each player is given a slip of paper, upon which he is to write an original line of poetry. He folds this and passes it to his neighbor, telling only the last word of his verse. The neighbor writes another line which shall rhyme with the first. So the paper is passed on, each two persons adding a new couplet. Instead of telling only the last word, the first "poet" may tell his neighbor the subject of his thought, so that the whole couplet may have to do with the same subject. Some amusing contrasts are developed.

Number Guessing

An accomplice is required in this game. One player, called the magician, leaves the room; his accomplice remains with the other players. The magician announces that he will name any number selected by the others while he is out of the room. When he comes in, he places his hands on the cheeks of his helper. Ostensibly both concentrate deeply. In reality the accomplice bites gently on his back teeth—once for every digit in the number which has been chosen, pausing

between them to show their order. Thus for the number 2159: two bites, pause; one bite, pause; five bites, pause; nine bites, pause. Then the magician announces the number. Some practice beforehand is advisable.

One, Two, Three

One player leaves the room while the others decide upon three persons or articles, which they number 1, 2, 3 respectively. The outside player returns and is asked what he will do with One, Two, and Three. If the guessing player, without knowing what has been chosen, gives disposals which are within the limits of possibility, he chooses his successor. If, however, he decides upon actions which are impossible, he pays a forfeit. Suppose, for instance, the company choose as One, a white cat; as Two, an American Indian; as Three, London Bridge. Suppose the guessing player says, "I will eat cabbage with One; I will take Two for an aeroplane ride; I will tie a horse to the other and draw it away." The first two are possible, but the third is not, so he must pay a forfeit.

Parlor Magic

There are many forms of parlor magic in which a "magician," usually with the help of an accomplice, mystifies his audience. One of the simplest forms is that in which the magician leaves the room and some object is given to one of the players for safe-keeping. The magician returns and is able to determine who has the object by watching the accomplice, who places his hands in the same position as does the person holding the object. In all parlor magic much is added if the magician and his helper perform mysterious rites in keeping with their roles. Any co-operation must be carefully camouflaged.

Pass

Players form an open circle, either standing or sitting. The teacher, or leader, starts an object, say a ball, which is to be passed around the circle. When that is on its way, she introduces another object, such as a swatstick. This continues until several objects are passing around the circle. The passing should be done rapidly. If a player drops an object, he leaves the game. The one last to leave wins.

The game develops skill in handling various objects and is productive of much merriment. In school some of the objects that may be used are: ball, swatstick, bell, eraser, pencil, drawing tablet, yardstick. In a parlor other things may be chosen, as sofa cushion, thimble, dish, toy animal, and the like.

Poor Pussy

The players are seated in a circle. One player, "Pussy," goes about meowing, kneeling in front of each one in the circle. The player strokes Pussy's head and says in a dignified manner, without smiling, "Poor Pussy!" If he smiles, he must change places with Pussy. Pussy may do anything in the way of unusual crying or assuming funny expressions to cause the one who is petting him to smile.

Prince of Paris

Developing the splendid possibilities of this game rests entirely upon the leader. He must be quick of speech and thought, and must require a like keenness from the other players.

The players, who are seated, are lined up facing the leader, and numbered.

The leader begins by saying, "The Prince of Paris lost his hat. Number — found it." The number nam-

ed should say at once, "No, sir, not I, sir!" The leader then asks, "Who, then, sir?" The player responds, "Number —, sir," naming another. The player having this number replies as the preceding one, naming still another number. This dialogue is repeated until some player fails to respond as soon as his number is called. In that case the leader says, "To the foot, sir!" and the one who failed in promptness goes to the foot. So the game goes on indefinitely until all have been to the foot, or until the leader and players are exhausted.

It is one of the best possible games for a social gathering or at school, with a good leader, but if it is allowed to drag, it is worthless.

Penny Search

Give to each player a penny of old design. Provide each, also, with pencil and paper on which the following list of things is given, to be found on the penny. Each person writes as many answers as possible, and the best list receives a reward.

1. A kind of fruit—Date.
2. Part of a hill—Brow.
3. The name of a country—America.
4. A weapon used by the Indians—Arrow.
5. A large body of water—C (sea).
6. A beverage—T (tea).
7. An ancient weapon of defense—Shield.
8. An animal—Hare (hair).
9. A messenger—One sent (one cent).
10. A flower—Tulip.
11. The first American—Indian.
12. A part of a door—Lock.
13. A part of Indian corn—Ear.
14. Trimming used by a milliner—Feather.

Queen Dido

The players are seated in a circle. The leader turns to his right-hand neighbor, and the following conversation takes place:

"Queen Dido is dead!"
"What did she die of?"
"Doing this."

As the leader says "Doing this," he clinches his right fist and taps it up and down on his knee. The neighbor immediately imitates the movement and turns to his neighbor, starting the same conversation and movement as that already described. This continues until every one is tapping his knee. The leader then turns to his neighbor with the same information, but this time adding to the first movement the action of tapping the left knee with the left fist. The conversation and movement proceed around the circle as before. The third time the leader taps the floor with the right foot, at the same time continuing movement of the hands; the fourth time both feet are tapped, and the fifth time the head is bobbed backwards and forwards.

The game may be repeated from the beginning with a new leader. New movements may be originated by the leader.

When the game is played in the schoolroom, two rows may face each other. The leader is in one row and starts the information going up his own row; then it proceeds down the opposite row until it reaches the player who is seated opposite the leader; this player then gives the information to the leader, who starts the second movement.

This game gives excellent training in muscle control and co-ordination.

Riddles

Children of all ages delight in riddles, and there are certain "classical" riddles which every child should know. Humpty Dumpty, Little Miss Etticoat, The Chimney, and Round as an Apple are a few of these standard riddles.

There is no reason why children should not make up riddles of their own. They will find the attempt a delightful game. A few simple ones, such as children should be able to give, are here included as suggestions.

What pins have no points? *Clothespins. Ninepins. Rolling pins.*

What comb do we never comb hair with? *Honeycomb. Cockscomb.*

What key never unlocks a door? *Donkey.*

A long round body, and never an eye,
To write with, many of me you buy.

Pencil.

A face have I, and hands also,
I stand all day, yet I never go.

Clock.

A slender body, and a tiny eye,
No matter what happens I never cry.

Needle.

Four legs have I, yet I never walk;
I stand all day and never talk.

Table. Chair.

Simon Says

The players sit or stand in a circle. A leader stands in the center and says, "Simon says, 'Thumbs up!' or Simon says, 'Thumbs down!'" ("Wiggle waggle," or any other movement may be given.) At the same time he goes through whatever movement he an-

nounces, and the other players follow him. Should the leader perform the act and say merely, "Thumbs up!" etc., omitting "Simon says," the players should not follow him. Any one who does so must pay a forfeit or drop out of the game.

Single Track

The success of this game depends upon the ingenuity of the questioner. Each child chooses a word which he must include in every answer made to the questioner. The questioner goes about asking questions of each child. He should try to build up a connected story. An example follows:

Questioner (*to first child*)—How did you come to school to-day?

First Child (*who has chosen the word "onion"*)—On an *onion.*

Questioner (*to second child*)—Did you meet anyone?

Second Child—Yes, a *pig.*

Questioner (*to third child*)—Were you afraid of him?

Third Child—No, for I carried a *dishcloth.*

A forfeit may be required of any player who laughs.

Stage Coach

A leader assigns players the names of objects and characters that might be seen in a stage coach or that have to do with a stage-coach journey. The leader (stage-coach driver) stands and begins his story of the journey, bringing into the story the various names given, as "I cracked the *whip*, the *horses* jumped, and we were off. One *wheel* sank into the mud. The *old gentleman with the crooked nose* jumped out of his *seat*, knocked his *umbrella* out of the *rack*," and so on.

Each time one of the objects or characters is mentioned, the player bearing that name must get up and turn around. Whenever the word "stage coach" is brought into the story, all must get up and turn around. The story ends with the words, "The stage coach upset," and all change seats, at which time the driver finds a seat. The one left without a seat is the next driver. Seasonable variations are possible, as a Christmas story, bringing in the names of various gifts, and the like. Needless to say, ingenuity on the part of the "driver" makes this a most fascinating game.

Telegrams

Each player is given a pencil and a telegram blank. Upon this he places ten letters, leaving a space after each one. He must not use the same letter twice. All blanks are then passed to the right, and each person is supposed to fill out the ten spaces with words which must begin with the letters written on the paper. The telegrams are then read aloud. If printed blanks are not available, they may be improvised.

Tit-Tat-Toe

This familiar game is good for two players. A diagram is drawn on paper or blackboard. Nine spaces are provided. Two distinguishing marks are chosen, usually a cipher and a cross. Each player, in turn, places his mark in one of the spaces. The object is to place three of one's marks in a row. The one who does this draws a line through the three and cries,

X	X	X
O	O	X
		O

"Tit-tat-toe,
Three men in a row!"

Each player, of course, tries so to place his "men" as to prevent his opponent from getting his marks in three adjacent spaces. In score keeping provisions are made for the "old man," who gets all games not won by one of the players.

Two-Minute Conversations

In this game couple formation is necessary. To each couple is given a slip of paper on which a topic has been written. Each couple, in turn, must rise and converse upon the assigned topic for the allotted two minutes.

For purely social affairs the topics given may be ridiculous, as "Do you like Coney Island?" or "Should I wear my new hat Sunday?"

As a game for correlation, topics in geography or history or other subject may be given and discussed in an earnest manner.

What is My Thought Like?

The child who is "it" has a "thought." He asks the question, "What is my thought like?" of each one in the group. Each may answer as he pleases. When an answer has been received from every one in the room, the child announces what his thought was and then calls on each one to name some resemblance between the thought and his answer. Those who cannot tell of some similarity, however ridiculous, must pay forfeits. So, also, must any one who names the actual thought of the questioner.

Example:

Questioner—What is my thought like?
1st Player—Like a stove.
2d Player—Like an omnibus.
3d Player—Like a horse.

The questioner announces that his thought was "an old shoe." To the first player he says, "Why is my thought like a stove? The answer will probably be "Because it is black."

The second player, when asked, may answer, "Because it is large"; and the third may say, "Because it travels much."

What Kingdom

One player leaves the room. The others agree upon some object which he must guess. He returns and asks questions of each in turn, in an endeavor to learn the word. His first task is to learn the kingdom to which it belongs. Wood, or anything made mostly of wood, belongs to the vegetable kingdom; things made mostly of mineral are said to belong to the mineral kingdom, animate objects to the animal kingdom. The players should decide to what kingdom the object belongs before the guesser returns.

After the guesser ascertains the kingdom to which the article belongs, he proceeds to ask any other questions which may assist him in guessing the name of the article. Thus, he may find out its location, its size, use, importance, color, etc.

The guesser may ask only questions which may be answered by "Yes" or "No," and care must be taken that only these answers are given. As is customary in these games, the player giving the clue becomes "it" for the next game.

Word Building

A long word is assigned the players. The one who, in a certain time, makes the longest list of words, using the letters of the given word, wins. Try to choose a word that will be appropriate and yet different. For February 22, for instance, instead of Washington, use Delaware River or Valley Forge.

Word Relay

Players line up as in a spelling test, or they may be seated in a row. The one at the head of the line gives a letter. The others in the line are to build up a word by adding letters in such a way that the word is not completed until the last player has given a letter.

With eight in line, an eight-letter word is necessary. Suppose the first player to have given "R," the next, thinking of Rochester, to have said "o," and the third, thinking of Robert, to have said "b" has formed a word and must go to the foot of the row. The next player must then begin another word.

Other Quiet Games

Adverbs and Adjectives
Animal Target
Artists' Relay
Buzz
Composition "Books"
Consonant Guess
Continued Stories
Dictionary Contest
Dog
Events and Dates
Fishing
Follow
Forfeits
Guessing Phonograms
Hands Up—Hands Down
Hide the Ball
Historical Stage Coach
Imaginary Walks
Jig-Saw Maps
Leaf Naming
Living Titles—Living Slogans

Lost Child
Merchant
Number Guess
Observation
Pass Ball
Progressive Drill
Proper Places
Quiz
Repetition
Sense Training
Shell Guess
Snake in the Grass
Spelling Lotto
Spoon Game
Thanksgiving Basket
Thanksgiving Feast
Thus Says the Grand Mufti
Traveling Game
Whistlers
Who Is Your Neighbor?
Word Contest

FORFEITS AND STUNTS

Since these two groups have so much in common, they are listed together. Forfeits are usually stunts, but they are often less complicated or less difficult than the regular stunts. Many of the stunts could not be used in forfeits. (See introduction to Stunts.)

Forfeits

Many games demand the payment of forfeits as a penalty for failure in some part of the game. Forfeits commonly consist of some trinket or bit of wearing apparel which is given up to the collector appointed, and later redeemed by the owner by the performance of a task designated by the "judge." Much fun is possible when the judge is familiar with a wide assortment of tasks and with the help of his accomplice gives the right tasks to the right persons. The players themselves must be willing to do their share. The forfeits collected should possess value, so that the players will work to redeem them. The usual procedure is as follows: The judge sits where he may not see the forfeits as his assistant holds them, one at a time, over his head, saying, "Heavy, heavy, hangs over thy head. What shall the owner do to redeem it?" Another formula runs as follows: "Here is a forfeit, a very fine forfeit, what shall be done to redeem it?"

In either case the judge asks, "Is it fine, or superfine?" The answer is "Fine," if the forfeit belongs to a boy; "Superfine," if to a girl. The judge then assigns a task appropriate to boy or girl, saying, "He shall—" (naming the task). Sometimes it is desired to give a task to two persons. In that case the judge sentences two at once. (See "Forfeits for Two Persons.")

Forfeits for Boys

ACROBAT. Stand on head, walk on hands, or the like.

JUGGLER. Balance a ruler or pencil on the chin or nose.

JUMP FOR IT! Jump and catch in teeth a piece of paper pinned on the wall above the head.

MISER. Pick up three coins from the floor with the teeth.

PLAY DOG. Crawl on all four under a table and bark like a dog.

SHOW HUMILITY. Kiss the sole of each shoe.

TRICK DOG. Let one boy clasp hands together, holding out arms at side, and the one paying the forfeit jump through circle thus formed.

WALK LIKE A FISH. Starting with hands together, move sidewards by raising alternately opposite toes and heels and turning them in the same direction. That is, first raise left toe and right heel, then right toe and left heel, and so on.

WOODEN MAN. Sit or lie on the floor and rise, with arms folded.

Forfeits for Boys or Girls

AUTOBIOGRAPHY. Stand and say something complimentary about oneself.

BIOGRAPHY. Stand and say something uncomplimentary about some person in the company. (The judge names the person.)

BLINDFOLD BLOWER. Blindfolded, walk up to a lighted candle and try to blow it out.

CHOOSER. Bow to the prettiest, kneel to the wittiest.

DEMONSTRATE MATHEMATICAL ABILITY. Count any required number, say fifty, backwards.

DIPLOMAT. Curtsey to each girl, and bow to each boy in the room.

HOP TO ROME. Hop on one foot around the room.

HUNGRY BOY (OR GIRL). Eat an apple or doughnut suspended from a string. Hands must be kept behind back.

KISS THE BLARNEY STONE. Kiss a smooth, hard surface, such as a mirror or windowpane, then go about the room and pay a compliment to each person.

KISS THE ONE YOU LOVE. Kiss one's shadow.

MIXED WRESTLING. With arms crossed, grasp the left ear with the right hand, and the nose with the left hand. Suddenly change to grasping the right ear with the left hand and the nose with the right hand. Do this several times, alternating quickly.

NEGATIVE. Answer "No" to a question from each of the company.

NIMBLE BLOWER. Try to blow out a candle which is being rapidly passed back and forth before the mouth.

ORATOR. Make a speech on an assigned subject.

PARROT. Repeat a sentence after the judge without making a mistake. (The judge will see to it that the sentence is a complicated one.)

POLLYANNA. Approach each one in the room with a question beginning, "Aren't you glad?" re-

ferring him to some cause for pleasure which he may or may not have.

RHYMSTER. Write a four-line stanza about someone in the company or upon any other assigned topic.

ROUNDABOUT ANSWERS. Answer a certain number of questions without saying "Yes" or "No."

SCANNING VERSE. (Judge names the verse.) Player recites a familiar stanza, numbering each word, as:
"Little (one) drops (two) of (three) water (four),
Little (five) grains (six)," etc.

TRAVELLER. Go about the room collecting an article from each player to take on a journey. (Each person will try to contribute an article awkward or difficult to carry, as a sofa cushion, tray, footstool, and the like.) The traveller must go once around the room carrying his entire load.

VARIED WEATHER. Laugh in one corner of the room, whistle in another, sing in the third, and cry in the fourth.

Forfeits for Two Persons

BLINDFOLDED FRIENDS. Two people, blindfolded, approach each other from opposite corners of the room and shake hands.

DINE TOGETHER. Two are blindfolded and provided with bibs for safety's sake. They are then seated on the floor and given a bowl of uncooked cereal, or something less edible, as cornmeal, and told to feed each other.

DUET. Two people sing a different song at the same time.

Stunts

That group of activities popularly known as Stunts, and so listed here for want of a better name, are not true games, but they so closely resemble games in nature and purpose, that any comprehensive listing of games must include some of them. A stunt, in this sense of the word, is a difficult or ridiculous performance, usually carried out by one, or two, or a small group. The others of the company are onlookers, and are interested or amused at the expense of the performers.

Everyone is familiar with certain stunts and has probably at some time found them of value in furnishing entertainment. They are most effective "ice-breakers" and aids to sociability, and an interesting program may be prepared by the use of them alone. Many stunts described here will suggest variations of themselves or entirely new arrangements.

The stunts included in this section are those which may be performed indoors, and which do not involve any great expenditure of energy. Other very good stunts, involving more of physical exertion, are found in the section on Athletic Games, and are listed at the end of this chapter. These last-named stunts are most suitable for men and boys.

This section will be especially helpful in supplying material for adults' or children's parties. It is well to note that while many of them will bear frequent repetition, there are some which may be used only occasionally with the same group, since if used often, they lose their novelty and become uninteresting.

Blind Obstacle Race

Chairs, dishes, pans, etc., are placed in rows on the floor. Each contestant views the course. He is then blindfolded and told to walk down his row without touching the obstacles. Then, unknown to the blind-

folded one, the obstacles are removed, and the spectators are amused to see the misled contestants walk gingerly down the cleared paths.

Busy Partners

Half of the players are given slips of paper describing some action which their partners are to perform. They set out to find their respective partners who are performing according to the directions on the papers which they have received. For instance, one paper may say, "You will find him in front of the east window, crowing like a cock." The corresponding slip has said, "Stand in front of the east window, flap your arms, and crow." Another paper says, "Look for a little mouse." The corresponding paper says "You are a mouse, picking up wheat."

Other actions are sleeping, weeping, making a speech. Every action must be continued until the partners have discovered each other.

Candle Contests

1. Contestants line up, each holding a lighted candle. On signal they race for an assigned goal. If a candle goes out, the holder must return to the starting goal to have it relighted. This may also be made a relay race.

2. An amusing contest is the blowing out of candles. A certain number of lighted candles are grouped together, and each one in turn tries to blow them out. Varied significance is attached to the results, as the number left lighted signifies the number of years before marriage, before becoming wealthy, etc.

Celebrated Partners

Each pupil is given the name of a famous character, real or fictitious. It is planned so that those who are

to be partners receive the names of characters who are naturally connected in thought or fact, as Cinderella and the fairy godmother, Fagin and Oliver Twist, Damon and Pythias, Napoleon and Wellington, and the like. The players go about finding their partners, by means of conversation. Fictitious funny characters may be named, as Johnny Stout and Johnny Stout's Ma, Mirandy and Mirandy's beau Silas, etc., but these are better confined to adults' parties.

Cracker Race

Each contestant is supplied with four large crackers. At a signal all begin to eat the crackers. The one who finishes first, and whistles, wins.

This may be done in relay formation, each contestant eating his cracker and whistling in turn. Peanuts and bananas are also good material for this contest.

Funnel Race

Two strings are strung parallel across a room, about three feet apart, and at a distance which shall bring them in line with the heads of the contestants. On each string is fastened a paper cornucopia. A starter and judge are needed at the respective ends of the line. Two teams, as evenly matched as possible, are lined up near their respective funnels. At the signal the two leaders race, each blowing his funnel toward the goal. The judges announce the winner, the funnels are returned to the starting place, and the next two players race. Score is kept, each winner scoring a point for his side.

Indoor Yard Dash

The players line up in teams. A certain number of players from each team (the number may vary, according to the size of the teams) race at a time. Each

is provided with a yardstick, a toothpick and a dime. The object of the game is to see which player can first push his dime to the end of the yardstick with the toothpick. The winners of the several relays then compete for the championship.

Indoor Tug of War

A lump of sugar, a prune, or any other edible, is tied firmly in the middle of a long string. Each of two contestants is given one end of the string, and each must chew the string rapidly, in an attempt to reach the prize. The one reaching it first may eat it.

Lucky Strike*

One contestant is blindfolded and a hat is pulled over his eyes. He is then spun around and told to walk six paces and strike at suspended earthen flower pots with a long stick. Two contain water; two prizes —sweet chocolate, etc. This stunt is amusing to the spectators, as many vigorous whacks hit nothing at all.

Needle Threading Contest

Half of the players, holding large needles, line up on one side of the room. The other half, holding short lengths of thread, take their places at the other side of the room. Partners are opposite each other. At a signal, the players holding the thread race to the other side of the room and try to thread the needles held by their respective partners. The couple whose needle is first threaded and presented to the judges is the winning couple.

Newspaper Race

Each contestant is supplied with two newspapers, one to be placed under each foot. On signal all travel

* From Spalding Bulletin

towards an assigned goal, but they must travel only on the newspapers. That means that with each step forward, the newspaper from which the foot has been removed must be placed in front of the racer to receive his next step. If there is a large number of players, they may be lined up in teams and the game played as a relay race.

Repetition

There are many forms of these tricks of repetition, wherein the leader gives a certain phrase or sentence with the request that it be repeated exactly as he gave it. The trick consists in discovering just what is the peculiarity that characterizes his utterance. It may be an inflection of the voice or a certain emphasis, but it is more likely to be something that has no connection with the meaning of the sentence, as, for instance, an intake of the breath at the beginning, a nod of the head, or a motion of the hand. The trick must be very unobtrusive, and any other mannerisms may be emphasized and changed each time, to the greater bewilderment of the players. A complicated or strange-sounding sentence helps in this.

Ribbon Race

Each contestant is supplied with a five-yard strip of the narrow paper which comes on bolts of No. 2 ribbon, and a pair of scissors. At a given signal, each begins to cut his ribbon lengthwise. The one first finishing is declared winner. Cutting or breaking the paper disqualifies a contestant. The contest may be run in relays of five players each, the winners of the relays competing in a final.

Stunt Guesser

One child goes out of the room, and the other players decide upon some stunt which he shall perform.

When he comes in, he must ascertain their wish by doing stunts until he has found the right one. The stunt chosen should be one familiar to all.

This Is My Nose

One who is very quick should be chosen as leader. He faces the others and points to his ear, saying, "This is my nose." The players in line must point to their noses and say, "This is my ear." Each time the leader points to some part of his body, calling it by another name, and the players reverse the process. As players fail, they drop out. The one remaining longest becomes the next leader.

Vocalists

The players selected come in with great formality. Crouching low, they begin to sing. As they go on, they rise, stand straight, on tiptoe, and finally begin to ascend chairs, tables, or anything accessible (without roughness, or danger, of course.) As they rise, they raise the pitch of their song until it, too, has reached its highest point.

Water-Drinking Contest

The formation is the same as that in the needle-threading contest. Each of the players on one side has a teaspoon and a glass half full of water. On signal they cross the room and begin to feed their partners water with the teaspoon. That couple first to empty the tumbler are the winners.

Whistlers

A small group of people is given a certain pitch and told to whistle that one note. The one holding the note longest wins.

Other Stunts

Blindfold Swatting
Blind Man's Biff
Can and Swatter Boxing
Circle Spinning
Circus
Coat and Hat Race
Dog Fight
Following Tag
Hand Wrestling
Heave Ahoy
Hello, Mike!
Hopping Race
Human Relay
Indian Wrestle
Jump the Shot
Lyceum Bureau
Musical Race
Obstacle Race
Parlor Magic
Peanut Race
Poor Pussy
Rooster Fight
Skinning the Snake
Stick and Toe Wrestle
Stick Wrestle
Toe Wrestle
Tournament
Traveling Bean
Wheelbarrow Race

INDEX

The games here listed are classified according to kind of game and age of players. The following abbreviations are used to designate the various kinds of games: *C*, Circle; *S*, Singing; *D*, Dramatic; *M*, Mimetic; *Q*, Quiet; *A*, Athletic; *B*, Ball; *BB*, Bean Bag; *T*, Tag; *H*, Hide and Chase; *SP*, Special Purpose; *Sc* Schoolroom; *F*, Forfeits; *St*, Stunts. The first letter in each case denotes the classification of the game according to its essential feature and the following letters indicate the classes in which it may also be used to advantage. All Forfeits may be used as Quiet games; all Dramatic and Singing games are Mimetic games; and all Forfeits and Stunts, all Bean Bag games, all Quiet games, and all Special Purpose games are also Schoolroom games. No attempt is made to list these under all the classifications.

Roman numerals are used to indicate the age groups. All games listed in Group I are suitable for children of the kindergarten and the first three grades; those in Group II, for children from nine to twelve years of age; and those in Group III for upper grade and high school students and adults.

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Buzz	SP Q	I II	147
Can and Swatter Boxing	A Sc St	II III	253

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